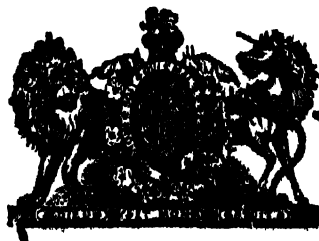


REPORT
ON
POPULAR EDUCATION
IN THE
PANJAB AND ITS DEPENDENCIES,
FOR THE YEAR 1868-69

BY
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**Proceedings of the Hon'ble the Lieutenant-Governor of the
Panjab, in the Educational Department, under
date 11th October 1869.**

Read—Annual Report on Education in the Panjab for the year 1868-69, furnished
by Captain W. R. M. Holroyd, Director of Public Instruction.

Remarks.—The subjoined statement shows the sum placed under the control of the Director, Public Instruction, for educational purposes, during 1868-69:

	1866-67.	1867-68.	1868-69.
Imperial Revenues	5,92,605	6,21,331	6,67,315
Fr <i>Local source</i>			
(1) Educational cess	50,810	2,16,618	2,23,512
(2) Endowment of Nawab Fazl 'Ali Khan	6,690	7,286	7,286
(3) Gubbins's Scholarship endowment	0	0	105
(4) Subscriptions and donations	1,779	6,415	5,935
(5) Fees	17,477	17,336	15,180
(6) Private contributions and receipts in Grant in aid in- stitutions	1,01,562	1,38,959	1,67,019
Total from Local sources	3,78,318	3,86,614	4,19,337
GRAND TOTAL	9,70,923	10,07,945	10,86,652

2. *Para. 11.*—IMPERIAL RETURNS. —The Lieutenant Governor will be glad to receive the suggestions of the Director for re-casting and improving the prescribed statistical returns, to enable him to submit a report on the subject to the Supreme Government.

3. *Para. 21.*—There is much justice in the remarks of the Director, Public Instruction, regarding the inadequacy of the present supervising agency, but the educational establishments of Government like those of other Departments have to be regulated, not only with reference to actual requirements, but also with reference to financial considerations. At present it is not probable that the Supreme Government would listen favorably to any proposal for increase of State expenditure on the educational inspecting agency; but if the Supreme Government see fit, which His Honor hopes may be the case, to allow greater latitude than at present in the matter of municipal taxation, it may be hoped that the measure introduced into the Gurgaon district, whereby the services of a Deputy Inspector have been secured without additional expense to the State, may become feasible in other districts or divisions.

4. *Paras. 29 and 30.*—UNIVERSITY EXAMINATION.—The number of candidates for the B. A. examination was, His Honor perceives, considerably less than in the preceding year, and the percentage of successful candidates for the Entrance and First Arts examination was not so favorable as in 1867-68; while, from the

statistics furnished in para. 3 of Mr. ²⁰⁴⁶Ellis's report* on the Dehli College, it appears that the percentage of successful candidates from the Panjab generally is below the average for the Bengal Presidency. His Honor trusts that efforts will be made to remedy this evil, as it is desirable, for the credit of our educational institutions, and for the sake of both candidates

and examiners, that none but those who have a fair chance of passing should be allowed to present themselves for examination. In the following institutions the number of failures was large in proportion to the candidates :—

		No of candidates.	Passed.	Percentage		Candidates.	Failed.
All Bengal Presidency	Entrance	1734	892	51		4	3
Panjab		78	38	49		2	2
All Bengal Presidency	Art	423	196	46		9	5
Panjab		11	4	36		7	5
Lahore College		...	...	...		7	4
Rewari School		...	...	...		9	8
Lahore		...	...	...		3	3
Amritsar		...	...	...
Gujerat		...	...	...
Saint Stephen's College, Dehli		...	...	...
Lahore Hindu School		...	...	...

On the other hand, in the following institutions, a very fair percentage of candidates were successful :

		Candidates.	Passed.
Dehli College		4	3
Dera Ghazi Khan Zillah School		2	2
Ludianah Mission School		4	3
Jullandhar		5	5

5. *Para* 32. LAHORE UNIVERSITY COLLEGE.—His Honor rejoices to be able to announce, on the close of his administration, that definite arrangements have been sanctioned for establishing a system of education which he trusts will secure the hearty co-operation of the learned and influential classes in the Panjab; and while having for its special object the education of the people, *as far as possible*, through the medium of their own vernacular, will, at the same time, afford every encouragement to the study of the higher branches of European science through the medium of the English language. All that was asked for has not yet been conceded, but in sanctioning the appointment of a Senate, containing representatives of the learned and influential classes of the Province, and with power to grant certificates of proficiency, and establish fellowships and scholarships: and in constituting it the Council of Education for the Province, the Government of India has made a most liberal concession; and has laid the foundation; His Honor believes, of a really national system of education in the Panjab. His Honor trusts shortly to be able to announce the names of the members of the Senate of Lahore University College, and the date of its first meeting. The stipulation that provision shall be made for the instruction of students, who prefer to adhere to the Calcutta University course, to which reference is made in para. 33 of the Report, is, His Honor considers, a very

proper one ; no one would wish less than himself to force any student to adopt the new system of study against his inclination ; and though there may be difficulty at first in providing a double course of instruction in our schools and colleges, His Honor believes that the difficulty, if it should arise, will be found to be of less magnitude than is anticipated by the Director of Public Instruction.

6. LAHORE GOVERNMENT COLLEGE.—His Honor is glad to notice that Dr. Leitner made great efforts during the year, with considerable success, to increase the number of students, and he observes that he has, with praiseworthy liberality, spent a considerable sum out of his own pocket in awarding prizes to casual students ; nevertheless, having regard to the ill success of the Lahore College students at the First Arts examination, and the reports of Messrs. Ellis and Pearson given in para. 45 of the Director's Report, His Honor cannot regard the condition of the Lahore College as satisfactory or creditable to Dr. Leitner. His Honor will not discuss the arguments used by Dr. Leitner in para. 14 of his report to explain the slow progress of the Lahore College ; it will suffice to observe that, even assuming the correctness of his statements, they fail to explain the fact that three out of four of the candidates for the First Arts examination failed, and that the English classes generally were found by Mr. Ellis, the Officiating Principal, to be in a very unsatisfactory condition, and that the result of the Departmental examination recently conducted by Mr. Pearson, Inspector of Schools, was very unfavorable. His Honor desires specially to acknowledge the services of Mr. Baden Powell in giving gratuitous Law lectures in the Lahore College, and the liberal assistance rendered by Mahomed Hyat Khan. The assistance afforded by these gentlemen has, doubtless, done much towards increasing the number of students.

7. DEHLI COLLEGE.—The progress of the Dehli College continues to be satisfactory. It sent up the only successful candidate for the B. A. examination, who passed in the 2nd division ; while out of four candidates for the First Arts examination, one took the fifth place amongst all the students of the Bengal Presidency, and two passed in the third division ; and out of eleven scholarships competed for by the students of the affiliated colleges of the Panjab, seven were awarded to students of the Dehli College.

His Honor concurs with the Director of Public Instruction in considering that great credit is due to Mr. Cooke, the Principal, and to Professor Ellis, and Maulvi Ziya-ud-din. The liberality of Lala Wazir Singh in providing funds for two scholarships of Rs. 10 each is again conspicuous.

8. GOVERNMENT ZIL' SCHOOLS.—The progress of the Lahore and Dehli Zil' Schools appears to have been satisfactory ; special commendation is due to Mr. Kirkpatrick, of the Dehli School ; and Mr. Beddy, of the Lahore School, appears to have conducted his duties with efficiency.

His Honor observes that a boarding-house for students residing at a distance has been established at Dehli, under the superintendence of Pandit Ganga Jiwan, of the Dehli Normal School ; and is described by Mr. Cooke as very popular, and likely to be most beneficial. But the Lieutenant-Governor has great misgivings as to the desirability of Government Officers being in any way connected with such an institution, as it appears to His Honor to make the Government in a manner responsible for the entire moral and religious culture of the boarders. His Honor would be glad to learn fuller particulars of the management of the boarding-house than are given in the report.

9. RE-ORGANIZATION OF ZIL' SCHOOL CLASSES.—The Lieutenant-Governor quite concurs in the views of the Director, expressed in para. 86 of the Report. He believes that the division of the Zil' School classes into three departments

cannot fail to be of great benefit in fixing responsibility on the head of each department, and preventing students being pushed on too rapidly into the higher classes. His Honor desires that his acknowledgments be conveyed to the officers named in para. 93.

10. VILLAGE SCHOOL FEES.—The aggregate amount of village school fees, levied from non-agricultural students, is far less, His Honor remarks, than might reasonably be expected; if Rs. 1,151 per annum can be realized in the Gurdaspur district, and Rs. 746 in Hoshiarpur, it is impossible to suppose that the sum of Rs. 13-8 is all that can be realized in Dehli. His Honor suggests, for the consideration of the Director of Public Instruction, the propriety of allowing village schoolmasters a percentage of the fees collected, or in some other way making it their interests to realize them with regularity.

11. ENGLISH TEACHERS.—The Lieutenant-Governor quite concurs in the remarks contained in para. 101, regarding premature instruction in English language by incompetent teachers; he desires that henceforth no grant-in-aid be recommended for any elementary English School, unless the Director is satisfied as to the attainments of the teacher and the adequacy of his salary.

12. His Honor learns with satisfaction that measures are being taken for raising the salaries of village school teachers from Rs. 5 to 10; as long as the village teacher is paid no better than the lowest menial servant, it is hopeless to expect improvement in this class of schools.

13. With reference to the remarks contained in para. 106, His Honor is quite in favor of establishing an educational test for Government employment, but the greatest difficulty hitherto has been in providing a Board of Examiners; it is impossible to delegate such a duty to the Officers of the Civil or Educational Departments, who have already as much work as they can efficiently get through; but His Honor trusts that it may be possible to carry out the measure in connection with the establishment of the new College.

14. His Honor is also in favor of the imposition of an educational rate on non-agriculturists, and will be glad if the Director will submit a detailed scheme for carrying his proposal into effect.

15. The measure proposed in para. 108 appears to His Honor to be an excellent one, and well calculated to prepare the way for introducing the system of "payment by results" in Grant-in-aid institutions.

16. FEMALE EDUCATION. Although there can be no doubt that, as stated by the Director in para. 112, the state of our female schools is *far from satisfactory*, yet His Honor considers that the *prospects* for the future are more encouraging than they have been. It is now abundantly clear that the prejudice against female education has, been in a great measure removed, as stated by the Inspector of the Lahore Circle. Girls are now allowed to continue their studies after marriage, while the residents of two of the most influential cities of the Province have consented to place their girls' schools under the superintendence of English ladies, and to their being inspected from time to time by Government Inspectors. Five years ago this result could hardly have been hoped for.

17. The progress of education in *Jail Schools* appears to be generally satisfactory; and special credit is due to Dr. Henderson, Superintendent of the Central Jail, Lahore, and Dr. Bateson, Superintendent of the Ambala Jail, for their exertions. Now that by a recent order the net profits of Jail manufactures are to be constituted a local fund, His Honor hopes to be able from that source to place the educational establishments in Jails upon a proper footing.

18. **GRANT-IN-AID INSTITUTIONS.**—The views of the Director of Public Instruction, expressed in paras. 126--9, regarding the desirability of the gradual introduction of a modified system of *payment by results* into grant-in-aid institutions, are concurred in generally by the Lieutenant-Governor, and he begs that the Director will take early measures to carry them into effect, as opportunity offers.

19. The difficulty adverted to (para. 137), regarding the disparity of rates of fees charged in the Government and Mission Colleges and Schools at Lahore, is one of long standing; nevertheless, His Honor is not prepared to reduce the rates of fees in the Government institutions. Should the numbers attending the Government institutions materially decrease, it may be a question whether they should not be closed and the field left open to the grant-in-aid institutions; on the other hand, in deciding upon the amount of grant-in-aid given to the Mission Schools, the low rate of fee charged may be justly taken into consideration.

20. His Honor notices with much satisfaction the favorable account given of the progress of the undermentioned grant-in-aid institutions:—

The American Presbyterian Mission School at	Jallandhar.
Ditto	at Ludhiana.
Ditto	at Rawal Pindi.

Church Mission School at Dera Ismail Khan.

The Moravian Mission School at Kylang.

The Female School of Nawab Nawazish 'Ali Khan.

The Female Schools at Sabathu, Rawal Pindi, and Peshawar.

The Society for Propagation of Gospel Mission Female School at Dehli.

The indigenous Vernacular Schools at Fattahgarh and Jallandhar.

21. Application has been made to the Supreme Government to constitute the *Lawrence Asylum at Murree* a Government institution, but the Government has not seen fit to comply with the proposal at present; meanwhile His Honor trusts that every effort will be made to prevent this valuable institution from collapsing; and he has little doubt that an appeal to the public in England would meet with a favorable response.

22. His Honor is also glad to observe the favorable testimony borne to the exertions of the Municipal Committee of Amritsar; and the Anjuman of Kangra, in the matter of female education.

23. **Book Department.**—His Honor thinks that the time has come for issuing books from the Central Depot at their full cost price, including carriage to Lahore, and all other incidental expenses; the increase in price will be inappreciably small, while in the aggregate there will be a considerable saving to the State. The improvements made in the Educational Press, noticed in para. 217, are very satisfactory.

24. In conclusion, His Honor desires to record his cordial acknowledgments to the undermentioned Officers of the Department, in addition to those whose names are recorded in the body of the report:—

To Mr. Willmot, Inspector of Schools, Ambala Circle, whose activity and energy have been conspicuous; and whose inspections appear to have been conducted in an eminently searching and business-like manner. To Mr. Pearson, Inspector of the Rawal Pindi Circle, whose zeal and ability and enlightened interest in vernacular literature are highly appreciated.

To Mr. Alexander, who holds perhaps the most onerous Inspectorship in the Province, and deserves special credit for his successful re-organization of the Branch Schools of his Circle. Also to Mr. Thompson, Inspector of the Frontier Circle, Lalla Baldeo Sahai, and Maulvi Karim ud din.

His Honor desires further to tender his best thanks to the several Civil Officers named in para. 219 of the report.

The acknowledgments of the Government will be conveyed by special communication to the undermentioned Native gentlemen—

Muhammad Hayat Khan,
Lalla Rami Mall,
Lalla Ishri Parshad, and
Lalla Wazir Singh,

for their liberal pecuniary assistance, and to Baboo Nobin Chander and Lalla Bihari Lall, for their enlightened co-operation in the matter of female education.

Commissioners of Divisions will further be requested to convey His Honor's acknowledgments to the other Native gentlemen enumerated in the list appended to para. 220.

Lastly, the Lieutenant Governor desires to express to Captain Holroyd, the Director of Public Instruction, his satisfaction at the efficient and earnest manner in which he has conducted the important duties of his office.

ORDER Ordered that the report and appendices, with the foregoing remarks, be printed and circulated as usual.

By order of the Honble the Lieutenant Governor.

T H THORNTON,

Secretary to Government, Punjab.

REPORT

ON

POPULAR EDUCATION

IN THE

PANJAB AND ITS DEPENDENCIES,

FOR THE YEAR 1868-69,

BY

CAPT. W. R. M. HOLROYD.

The assignment from the Imperial Revenue for expenditure on Education in the Panjab during 1868-69 amounted to Rs. 7,34,400, and the assignment for the Educational Department in the Printing Budget, to Rs. 3,256, making in all Rs. 7,37,656. Deducting Rs. 51,151 for the Medical School at Lahore, Rs. 5,400 for the Botanical Gardens, Rs. 3,000 for the Meteorological Reporter, Rs. 9,290 for official postage, and Rs. 1,500 for the purchase of books under Act XXV of 1867—charges not under my control—there remained Rs. 6,67,315 at the disposal of this department. The expenditure amounted to Rs. 5,96,807, and Rs. 70,508 lapsed to Government. For the previous year the Budget assignment was Rs. 6,21,331, and the expenditure, Rs. 5,54,860.

2. Of the amount that lapsed to Government, Rs. 20,000, in round numbers, were saved from the assignment for grants-in-aid. In this amount were included Rs. 10,000 sanctioned for the Lahore University; Rs. 3,000* from the building grant to the Zanana Mission at Dehli; Rs. 2,800 from the grant to Gurgaon schools, the private income of which failed—(vide para. 146)—and Rs. 4,700 from the grant to the Marree Asylum. For the Book Department an expenditure of Rs. 57,000 was sanctioned, and there was a saving of Rs. 24,847, due partly to the non-arrival of an assignment of books from England until after the close of the year; Rs. 2,200 were saved from the travelling allowance of Inspectors; Rs. 1,500 from the assignment for remuneration to Examiners; and Rs. 7,700 from the expenditure sanctioned for town and female schools. There was also a considerable saving from the assignment for zil schools. This was due chiefly to the abolition of the Peshawar and Syalkot Government schools, as the savings accruing from this measure were not appropriated until near the close of the year.

The assignment from Imperial Revenue, the expenditure from it, and the saving.

Detail of the saving.

* Provision was made for expenditure of Rs. 6,000, but only Rs. 3,000 were allowed by Government.

3. The distribution of expenditure on Education under the three main heads, prescribed by the Supreme Government, is shown below :—

Expenditure on Direction, Inspection, and Instruction.

	From Imperial Revenue.	From Local Funds.
	Rs.	Rs.
Direction and its subsidiary charges	88,462	...
Inspection ditto ditto	74,973	12,405
Instruction ditto ditto	4,33,372	2,46,046
Total	5,96,807	2,58,451

4. Under the head of Direction are included Rs. 38,093-4-9 on account of the Book Department, and Rs. 14,002-7-6 for miscellaneous charges, comprising patronage of literature; the *Sarkari Akhbār*; khilets to persons who have exerted themselves in the cause of education, &c., so that the actual expenditure on Direction amounted to Rs. 36,366-8-9.

Miscellaneous charges included in "Direction."

5. The comparative abstract of general and financial statistics is appended in the usual form. Indigenous schools are omitted from this return, as their statistics are not reliable.

General and financial statistics.

										ANNUAL COST OF EDUCATING EACH PUPIL.					
										Total cost.		Cost to Government.			
GOVERNMENT.															
Colleges	1867-68	2	35	28	24	38,290	37,584	...	706	1,367	8	3	1,342	4	10
	1868-69	2	63	42	34	42,552	39,765	...	2,787	1,013	2	3	946	12	6
Schools,	1867-68	6	979	1,024	827	68,992	57,676	3,622	7,694	67	6	0	56	5	2
Higher Class	1868-69	7	1,068	1,112	925	75,323	66,480	4,487	4,356	67	11	9	59	12	6
Schools,	1867-68	99	10,639	10,598	8,955	1,11,087	84,494	16,788	9,805	10	7	8	7	15	6
Middle Class	1868-69	94	9,918	9,674	8,361	1,09,165	80,524	15,621	13,010	11	4	6	8	5	2
Schools,	1867-68	1,601	54,768	53,504	45,445	1,83,163	28,444	1,40,742	13,977	3	6	9	0	8	6
Lower Class	1868-69	1,464	51,362	48,765	43,039	1,74,602	26,933	1,37,790	9,879	3	9	3	0	8	10
Female	1867-68	272	5,653	5,821	5,120	21,190	9,652	10,322	1,216	3	10	3	1	10	6
Schools	1868-69	206	4,448	4,518	4,031	15,065	3,606	9,454	2,005	3	5	4	0	12	9
Normal	1867-68	1	271	255	217	36,694	19,013	17,665	10	143	14	4	74	9	0
Schools	1868-69	8	255	238	198	30,964	15,512	15,410	42	130	1	7	65	2	9
Jail Schools	1867-68	23	4,979	4,641	4,043	3,008	241	85	2,682	0	10	3	0	0	10
	1868-69	24	5,120	5,147	4,749	2,964	227	154	2,583	0	9	2	0	0	8
AIDED.															
Colleges	1867-68	1	9	6	6	6,514	2,535	...	3,979	1,085	10	8	422	8	...
	1868-69	1	17	10	8	4,835	2,205	...	2,570	483	8	0	226	8	...
Schools,	1867-68	8	1,434	1,334	1,030	74,702	38,878	...	35,824	47	6	1	20	8	5
Higher Class	1868-69	9	1,995	1,893	1,562	68,911	29,700	...	39,211	36	6	5	15	11	0
Schools,	1867-68	88	2,884	2,673	1,732	99,268	55,945	...	43,323	16	8	9	7	5	7
Middle Class	1868-69	40	3,031	3,389	2,709	1,05,594	52,706	245	52,643	31	2	6	15	8	10
Schools,	1867-68	93	4,654	4,501	3,360	29,384	8,222	5,164	15,998	6	8	5	1	13	2
Lower Class	1868-69	162	9,659	8,685	7,062	45,354	17,388	4,260	23,706	5	3	6	2	0	0
Female	1867-68	507	9,838	10,436	9,052	70,753	45,262	...	34,491	6	3	11	3	14	8
Schools	1868-69	516	13,010	12,429	10,415	73,941	35,613	...	38,328	6	15	2	2	13	10
Normal	1867-68	4	144	122	111	10,248	4,905	...	5,343	84	0	1	39	6	9
Schools	1868-69	5	190	158	118	15,564	7,981	...	6,056	112	12	6	68	14	4
Indigenous	1867-68	...	...	...	...	3,597	3,597	...	...	...	...	...	...	...	...
Schools	1868-69	...	...	...	...	7,981	7,981	...	...	...	...	...	...	...	...
General Es-	1867-68	...	...	...	...	1,68,403	1,68,403	...	...	...	...	...	...	...	...
tablishments	1868-69	...	...	...	...	1,75,839	1,63,436	...	...	...	...	...	...	...	...
Buildings	1867-68	...	...	...	...	14,883	1,415	...	10,824	...	...	...	...	...	...
	1868-69	...	...	...	...	36,041	7,315	...	23,962	...	...	...	...	...	...
Total	1867-68	2,713	93,977	94,983	79,922	9,49,176	7,54,860	2,16,618	1,77,698	...	...	...	...	...	...
	1868-69	2,536	1,00,146	96,940	83,211	9,84,685	7,58,958	2,23,512	2,02,215	...	...	...	...	...	...

See para. 90.

Grants to Endowment and Building Funds 5,58,958 37,844

Total 5,96,802

6. The total number of schools has fallen from 2,713 to 2,539 ; but there is nevertheless a considerable increase in the number of students at the close of the year, the average number on the rolls monthly, and the average daily attendance. There has been an actual reduction of 93* village schools, and of 66 Government female schools, and an apparent reduction of 48 middle class aided schools, owing to the fact that the statistics of elementary English classes have been this year incorporated in those of the schools to which they are attached, whereas these classes were last year returned as 56 separate schools (*vide* para. 139). It is very satisfactory to find that, notwithstanding the famine and the severe sickness that have prevailed during the year, there has been so large an increase in the number of students.

7. There is an apparent falling off in the attendance at Government schools of the middle and lower classes. This is owing to the fact that the branches of zil' schools, and in some cases the lower department, or portions of the lower department, have been placed on the grant-in-aid system. The statistics will really bear a very favorable comparison with those of last year, as will be apparent from the account given in due course of schools of each class. There is, however, an actual falling off in the attendance at Government female schools, due mainly to the reduction of the assignment made from the imperial revenue for their support.

8. Out of the aggregate expenditure of Rs. 9,84,685, shown in column 5, Rs. 5,96,802* were paid from the imperial revenue, Rs. 2,23,512 from the one per cent. cess, and Rs. 2,02,215 from private sources and local funds. Of this latter sum, Rs. 1,62,514 were expended on private institutions, and Rs. 39,701 on Government schools and colleges, on Government establishments, and on buildings.

9. The expenditure from imperial revenue on Government schools is less than in 1867-68, whilst that on private institutions has risen, and there is a considerable increase in the expenditure on educational buildings, which was comparatively very low during the previous year.

10. I called for a statement showing the number of persons in each district of different castes, and the number of each caste who could read and write, but District Officers were unable to supply the information required. I have been

Decrease in the number of schools.

* In 1867-68	1,555
In 1868-69	1,462
	93

Falling off in the attendance at Government schools.

Expenditure from imperial revenue, educational cess, and other sources.

* Including Rs. 37,844 (grants to endowment and building funds) which are not included in the sum of Rs. 9,84,685.

Increase of expenditure from imperial revenue on aided schools.

Population of the province and the number who can read and write.

DIRECTOR'S REPORT ON THE STATE

furnished, however, with returns of the total population and the total number who can read and write in every district except Lahore, but these statistics are not reliable. I find, for instance, that in the Dehli District only 15,577 out of a population of 6,08,850 are returned as able to read and write, whilst in Hazara 29,206 are so returned out of a population of 3,67,218. Again, the proportion of those who can read and write in such wild districts as Sirsa and Hissar would appear much higher than in Syalkot or even in Hushyarpur.

11. The statistical returns, B, Education, I and II, required by Government, are submitted herewith. It is to be hoped that these forms will soon undergo revision, and that authoritative rules will be laid down regarding the manner in which they are to be prepared. If I may be allowed to make a suggestion, I would recommend that Educational Officers in each province should be consulted before any new rules are promulgated. It would be easy to point out many deficiencies in the existing tables. It is very doubtful what some of the columns are really intended to show, and it is quite certain that the statements for 1867-68 were prepared in the N. W. Provinces on totally different principles from those observed in the Panjab.

12. Indigenous schools have been omitted from these tables, as the returns are inaccurate. It will be observed that of the whole population, 45 per cent. are attending Government and Aided schools. Out of 2,179 teachers in Government schools, 26 are Christians; whilst in Aided schools there are 116 Christian teachers out of a total of 1,233. In Aided schools of the higher class the proportion of Christian teachers is greater than in others.*

	Christian teachers.	Others.	Total.
Aided Colleges	5	2	5
Ditto Schools, Higher Class	31	80	111
Ditto ditto, Middle	34	164	198
Ditto ditto, Lower	14	318	332
Ditto Female Schools	29	537	566
Ditto Normal Schools	5	16	21
Total	116	1,117	1,233

OF EDUCATION IN THE PANJAB.

13. The following statement shows the income and expenditure from the one per cent. cess in each district. Arrangements have been made for keeping the expenditure within the income in future years, as the accumulated savings that formerly existed have now been exhausted. It has been arranged also that the income in each district shall be expended in that district, certain deductions being made in the first instance for general charges.

		DISTRICT.			Income.			Expenditure.		
					Rs.	A	P.	Rs.	A	P.
1	Dohli	...	...	...	7,700	4	0	10,274	14	7
2	Gurgaon	...	...	...	11,197	11	9	10,876	15	11
3	Karnal	...	...	...	8,868	0	8	8,412	1	7
4	Hissar	...	...	...	1,309	3	0	3,480	1	8
5	Rohitak	...	...	...	5,773	2	4	5,765	1	7
6	Sirsa	...	...	...	1,874	0	0	1,933	12	9
7	Ambala	...	...	...	13,011	7	6	11,142	3	8
8	Ludiana	...	...	...	9,502	0	0	8,894	6	0
9	Simla	...	...	...	106	15	3	150	0	0
10	Jalandhar	...	...	...	13,112	0	0	13,030	5	5
11	Hushyarpur	...	...	...	13,740	0	0	14,682	12	0
12	Kangra	...	...	...	7,004	15	11	6,170	1	0
13	Amritsar	...	...	...	13,500	3	3	12,826	5	5
14	Gurdaspur	...	...	...	9,183	3	3	10,995	7	5
15	Lahore	...	...	...	5,610	12	0	6,273	6	7
16	Ferozepur	...	...	...	6,006	6	0	7,412	0	0
17	Multan	...	...	...	5,673	15	0	4,888	0	0
18	Montgomery	...	...	...	3,279	0	0	3,293	10	0
19	Rawal Pindi	...	...	...	7,555	12	1	5,778	7	0
20	Jel lam	...	...	...	6,490	0	0	6,166	0	0
21	Gujrat	...	...	...	6,112	4	9	7,380	0	9
22	Shahpur	...	...	...	4,354	7	1	5,010	3	8
23	Gujranwala	...	...	...	6,329	4	0	7,088	2	8
24	Syalkot	...	...	...	12,181	8	0	13,497	10	8
25	Jhang	...	...	...	2,918	15	2	4,013	1	3
26	Peshawar	...	...	...	7,177	15	1	6,108	2	10
27	Hazara	...	...	...	3	2	0	10	0	0
28	Kohat	...	...	...	1,047	4	0	816	0	0
29	Dera Ismail Khan	...	...	...	4,340	15	11	3,706	0	0
30	Dera Ghazi Khan	...	...	...	4,948	0	0	5,978	7	4
31	Bannu	...	...	...	3,970	6	6	3,678	0	1
32	Muzaffargarh	...	...	...	5,164	0	0	4,324	1	10
Total.....					2,12,085	13	6	2,14,056	11	8
Stipends of students studying at Zil' and Normal Schools								9,457	5	5
								2,23,514	1	1

SECTION I.

CONTROLLING AGENCIES..

14. No changes have taken place in the staff of Inspectors during the year under report, and Messrs. Willmot, Alexander, and Pearson still retain charge of the Ambala, Lahore, and Rawal Pindi Circles, whilst Mr. Thompson continues to officiate as Inspector of the Frontier Circle.

15. Mr. Willmot was incapacitated by a severe accident from going into camp before the 10th of November 1868, and his tour was subsequently interrupted by the necessity of attending the High Court as a witness. For some time the services of his Deputy Inspector were not available; Mr. Willmot has nevertheless examined every school in his circle, with the exception of those of the Sirsa District, and a few in Hisar. His duties have been performed in a very thorough and satisfactory manner, though the great amount of work that his inspection involved has somewhat interfered with the punctual submission of reports. The searching character of his examination of vernacular schools is shown by the very elaborate tables that he has been able to compile of the number of boys in every school who passed in each subject. Mr. Willmot has shown very great energy in accomplishing so much, notwithstanding the interruptions and disadvantages to which he was subjected.

16. During the hot season of 1868, Mr. Alexander inspected the schools of the Kangra Valley, of Kullu, and of Lahoul; from October to January he was absent on three months' leave, and on his return he inspected the schools of the Hushyarpur and Jalandhar Districts. His duties have been satisfactorily performed. He has devoted much attention to the reorganization of branch schools, and he has succeeded, with the assistance of District Officers and Municipal Committees, in placing those under his jurisdiction on a more satisfactory footing than the branch schools of neighbouring circles generally.

17. During Mr. Alexander's absence on leave, Mr. Millett, Head Master of the Hushyarpur Zil' School, officiated. He performed the duties of inspection with activity, but was not so successful in office work, which was allowed to fall into some confusion during Mr. Alexander's absence.

18. Mr. and Mrs. Millett have now been appointed Assistant Inspector and Inspector of Female Schools. The Lahore Circle is so much more populous than those of Ambala and Rawal Pindi that it has been impracticable for the Inspector to examine all the vernacular schools annually, and several districts have, every year, been left unvisited. The appointment of an Assistant Inspector will therefore be productive of much benefit. All the districts, which contain many female schools, Syalkot alone excepted, are comprised in the Lahore Circle, and I have lately proposed some changes in the present distribution of districts by which Syalkot also will be added to the Lahore Circle.

19. Mr. Pearson has conducted his duties with his usual zeal and ability. He shows great interest in vernacular literature, and my thanks are due to him for the readiness with which he has looked through various books that I have sent for his opinion. Last year when the Lawrence Memorial Asylum at Marree was for some time without a master, Mr. Pearson volunteered his assistance, and for many weeks attended the institution and gave instruction for several hours daily.

20. Mr. Thompson has been very active in the discharge of his work ; he commenced his march early in October and remained on tour till the end of the year. There are comparatively few schools in the Frontier Circle, but the distances to be traversed are very great, and the districts comprised in the circle are so situated that great loss of time on the part of the Inspector is inevitable. I have, since the close of the year, proposed a redistribution of the districts of the Rawal Pindi and Frontier Circles, which will, I believe, prove of great advantage to both.

20½. Lala Baldeo Sahai retained the appointment of Deputy Inspector of the Ambala Circle for the greater part of the year, and performed his duties in a most satisfactory manner. He has now been made Deputy Inspector in Gurgaon, and I anticipate great results from his superintendence of the schools of the district. Maulavi Karim-ud-din, Maulavi Muhammad 'Ali, and Maulavi Sufi-ulla are still the Deputy Inspectors of the Lahore, Rawal Pindi, and Frontier Circles. Maulavi Karim-ud-din is deserving of special mention.

21. The greatest defect in the Educational Department of this province is the absence of any subordinate inspection and supervising agency of an efficient kind. In the infancy of the department an extensive staff of Deputy, Sub-Deputy, and Extra Sub-Deputy Inspectors was entertained, and the vernacular schools were all immediately subordinate to the Educational Department. In 1860 the whole system was changed, the schools were placed under District Officers, and the entire staff of subordinate inspecting officers were swept away. It was seen, however, that District Officers could not bestow much time on these schools, and that it would be absurd to leave their management entirely in the hands of Tehsildars, who had no conception of school-organization and discipline, and no knowledge of the subjects taught, and it was felt that something must necessarily be substituted for the old supervising agency. It was therefore determined to appoint, in each district, a "Chief Muharrir," who is generally aided by an assistant. The duties of a Chief Muharrir are nearly identical with those of a Deputy Inspector in other provinces, but he is ill-paid, of lower social standing, and very imperfectly educated. This is a fatal defect in a system which possesses many great advantages.

22. In the Gurgaon District the town schools have been placed on the grant-in-aid system, the allowance formerly made by Government for vernacular schools has been added to the salary sanctioned for the Chief Muharrir, and a competent Deputy Inspector has been appointed.

23. It was proposed to introduce a similar measure in the Hushyarpur District, but the resources of Municipal Committees having been crippled by recent orders of Government, the scheme has been temporarily abandoned. My anticipations of the extension of this system to various other districts have been disappointed.

24. There is now one district in the province which possesses a thoroughly efficient Deputy Inspector, and there are a very few Muharrirs who have shown exceptional merit; all the rest, though in most cases the best men who can be procured on the salaries available, are totally unfit for the position they hold.

25. If secondary vernacular schools can be placed on the grant-in-aid system, or supported by means of an educational cess on non-agriculturists, the savings thus effected will afford the means of appointing a Deputy Inspector of fair ability in every district. Should this be found impracticable, and Government decline to make any further assignment for the purpose of improving the subordinate inspecting staff, we may still be able to appoint a qualified Deputy Inspector for *each Division*, and this would be, in my opinion, a vast improvement on the present system.

26. The following is a comparative statement of the number of schools and scholars in each circle at the close of 1867-68 and 1868-69 :—

CIRCLES.				1867-68.		1868-69.	
				Schools.	Scholars.	Schools.	Scholars.
Ambala	Circle	...	...	624	22,063	584	22,903
Lahore	do.	...	...	1,128	41,948	1,078	42,526
Rawal Pindi	do.	...	...	762	25,329	707	28,108
Frontier	do.	...	...	199	6,637	170	6,609
Total				2,713	95,977	2,539	1,00,146

It will be seen that though there has been a considerable reduction in the number of schools, the number of pupils has increased, except in the Frontier Circle, where there has been a slight falling off (*vide* para. 6).

SECTIONS II AND III.

UNIVERSITIES AND GOVERNMENT COLLEGES.

27. The number of students attending the two Government colleges rose during the year from '35 to '63. Of these, however, 11 were "casual students," i. e., students who attend the college two or three hours daily. The average number on the rolls and the average attendance were 42 and 34, against 28 and 27 for the previous year. The fees amounted to Rs. 898-8, whilst in 1867-68 only Rs. 493 were collected.

28. The following is the prescribed statement of attendance and expenditure during 1868-69 :—
 Their statistics.

					GENERAL EDUCATION.	
					Dehli.	Lahore.
Number of institutions	...	...	...	...	1	1
Number on the rolls at the close of 1868-69	...	...	...	...	25	38
Average number on the rolls monthly for 1868-69	...	...	...	...	23	19
Average daily attendance for 1868-69	...	...	...	...	21	13
Total expenditure	From Imperial Revenue				21,002	18,763
	From Local Funds				1,314	1,472

29. The results of the Calcutta University Examinations for all educational institutions in the Panjab are shown below—
 Results of the Calcutta University Examinations from 1861-62 to 1868-69.

YEAR.				B. A. EXAMINATION.			FIRST ARTS EXAMINATION.			ENTRANCE EXAMINATION.		
				No. of candidates.	Passed.		No. of candidates.	Passed.		No. of candidates.	Passed.	
					From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.		From Govt. institutions.	From private institutions.
1861-62	...	...	...	...	...	...	...	...	...	10	a 4	1
1862-63	...	...	...	...	...	...	...	...	...	12	7	1
1863-64	...	...	...	...	...	...	...	...	...	35	a 15	10
1864-65	...	...	...	...	...	...	...	...	...	43	b 15	16
1865-66	...	...	...	...	...	...	20	5	5	75	a 15	8
1866-67	...	...	...	...	...	...	17	4	...	81	18	4
1867-68	...	...	...	7	2	2	11	4	1	73	a 24	20
1868-69	...	...	...	1	1	...	11	4	...	78	c 19	b 19

a. Including one school master.

b. Including two school masters.

c. Including one private student.

30. The following statements exhibit in detail the results of the examinations of the Calcutta University for the year under review :—
 Detailed results of the examinations of the Calcutta University for 1868-69.

B. A. EXAMINATION, JANUARY 1869.

NAME OF INSTITUTION.	No. of candidates.	PASSED IN			FAILED IN					Optional subjects.
		1st division.	2nd division.	3rd division.	Eng-lish.	2nd language.	Hiv-tory.	Mathe-matics and Na-tural Philosophy.	Mental and Moral Philosophy.	
Govt. College, Dehli	1	...	1	...	...	...	...	...	...	...
Total	1	...	1	...	...	...	...	...	...	...

FIRST ARTS EXAMINATION, DECEMBER 1868.

NAMES OF INSTITUTIONS.	No. of candidates.	PASSED IN			FAILED IN				
		1st division.	2nd division.	3rd division.	English.	2nd language.	History.	Mathematics.	Philosophy.
Government College, Lahore ...	4	...	...	1	2	3	...	1	1
Government College, Dehli ...	4	1	...	2	1	...	...	...	...
Teachers ...	3	...	...	...	...	...	...	...	...
Total ...	11	1	...	3	3	3	...	1	1

ENTRANCE EXAMINATION, DECEMBER 1868.

NAMES OF INSTITUTIONS.	No. of candi- dates.	PASSED IN			FAILED IN			
		1st divi- sion.	2nd divi- sion.	3rd divi- sion.	Eng- lish.	2nd lan- guage.	His- tory and Geo- graphy.	Mathe- matics.
<i>Government Zil' Schools.</i>								
Dehli	10	2	5	...	3	...	2	...
Rewari	2	...	...	...	2	...	...	1
Lahore	9	...	1	3	5	...	1	3
Amritsar	7	...	...	2	4	...	4	4
Gujrat	7	...	1	3	4	...	3	3
Dera Ghazi Khan	2	...	1	1	...	...	...	...
Total	37	2	8	8	18	...	10	11
<i>Private Aided Schools.</i>								
St. Stephen's College, Dehli	9	...	1	...	6	...	3	4
Lahore Mission School	10	...	1	4	2	2	1	4
Ludhiana do.	4	1	2	...	...	...	...	1
Jalandhar do.	5	...	3	2	...	...	...	...
Amritsar do.	2	...	...	1	...	...	...	1
Ambala do.	2	...	...	1	1	...	...	1
Lahore High School	1	...	...	...	...	1	...	1
Lahore Hindu School	3	...	...	...	3	...	2	2
Bishop's School, Simla	1	...	1	...	...	...	...	...
Teachers	3	...	1	1	...	...	...	...
Private	1	...	...	1	...	...	...	...
Total	41	1	9	10	12	3	6	14
Grand Total	78	3	17	18	30	3	16	25

31. One student went up for the B. A. Examination, and passed in the 2nd division. Out of 11 candidates for the First Arts Examination (including three teachers who failed) 1 passed in the 1st division, and 3 in the 3rd division; and out of 78 candidates for the Entrance Examination, 3 were placed in the 1st, 17 in the 2nd, and 18 in the 3rd division. These results, though not on the whole unsatisfactory, are somewhat less favorable than those of the previous year. It will be observed that for the Entrance Examination Government schools sent up 37 candidates; of these 2 were placed in the 1st division, 8 in the 2nd, and 8 in the 3rd, and 19 failed. Mission schools sent up 37 candidates, of whom 1 was placed in the 1st division, 8 were placed in the 2nd division, and 8 in the 3rd; 20 failed. Last year, Government schools supplied 38 candidates, of whom 2 passed in the 1st, 9 in the 2nd, and 12 in the 3rd division; and Aided schools, 34 candidates, of whom 2 passed in the 1st, 6 in the 2nd, and 12 in the 3rd division.

32. The Supreme Government has declined to sanction a University for the Panjab until the number of undergraduates shall become much larger than it is at present; but a grant will be given equivalent to the annual subscriptions that may be realized, and the interest of donations that have been made in aid of the proposed Panjab University. The constitution of a Senate, consisting of the promoters of the movement, persons eminent for their literary attainments, and *ex-officio* members to be appointed by Government, has been authorized. It is suggested that the new institution, in which the Lahore College at least will, I apprehend, be amalgamated, shall be called the University College, and power has been given to the Senate to make grants with the view of strengthening the educational staff of the Lahore and Dehli Colleges.

33. The principle of conveying instruction through the medium of the vernacular, as far as such a measure can be efficiently carried out, has been approved; but the connection of the students, at least of the Anglo-vernacular students, with the Calcutta University, is still to be maintained. As long, however, as the Entrance and First Arts Examinations are conducted entirely through the medium of English, the students, not only of our colleges, but of upper schools also, will be compelled to learn Mathematics, History, Geography, and even Persian, Arabic, and Sanskrit Grammar from English books. Two remedies suggest themselves: the rules of the Calcutta University might be modified, or the Senate of the Panjab University College might be empowered to conduct the Entrance and First Arts Examinations. Unless one or other of these alternatives be adopted, it is difficult to see how the system of imparting instruction through the medium of the vernacular can be introduced.

34. The Supreme Government has declined to sanction grants-in-aid of subscriptions that may be raised to provide scholarships for college students who do not obtain Government scholarships; but the Senate of the University College is empowered to award such scholarships should it see fit. For some time to

Review of the results of the last examination, and their comparison with those of the preceding year.

Establishment of a University College at Lahore, sanctioned.

Success of the scheme for teaching general knowledge through the vernacular, doubtful under existing arrangements.

Scholarships to college students to be awarded from the funds of the University College.

come there can be no hope that many students will attend college unless they are provided with stipends, but in the course of a few years this difficulty will pass away.

35. It may be worth while to bring to notice that this is not the case with native students only, and that about two years ago a scheme was sanctioned by the Supreme Government for providing stipends of the value of Rs. 30, 40, and 50 to all European or Eurasian students in the Bombay Presidency who should pass with credit a Preliminary Examination, the Entrance Examination, and the First Arts Examination, respectively. These stipends were intended to afford the means of subsistence, and not as rewards for exceptional merit.

Scholarships sanctioned for European and Eurasian students in the Bombay Presidency.

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LAHORE GOVERNMENT COLLEGE.

Principal.....G. W. LEITNER, ESQ., M. A., PH. D.

Professor of Mathematics.....W. H. CRANK, ESQ.

Asst. Professor of Arabic.....MAULAVI 'ALMDAR HUSAIN.

36. The Lahore College contained at the close of the year 38 undergraduates, of whom 27 were regular students, and 11 casual students, *i. e.*, those who attend college for two or three hours daily. The latter are for the most part employed in Government offices in Lahore. There were also two non-matriculated students reading Law and English, and five men who studied only Law. At the end of 1867-68 there were nine students only. The average number on the rolls during the year under report was 19, and the average attendance, 13, against 9 and 6 for the previous year.

Lahore Government College.

37. There has been a great increase in the amount of fees collected during the year, which reached the sum of Rs. 415-8; whereas in 1867-68 only Rs. 120 were realized.

Increase in the amount of fees.

38. Four candidates presented themselves for the First Examination in Arts, held in December 1868, but only one was successful. He was placed in the 3rd division. Three students failed in the second language, two in English, one in Mathematics, and one in Philosophy. The result of the Departmental Examination of these students, held in July 1868, did not materially differ from that of the First Arts Examination, except that in the former they all acquitted themselves very fairly in English. One student was disgracefully bad in Arabic and in Mathematics, but I thought that the others would have a fair chance of passing the First Arts Examination if their studies were vigorously prosecuted to the close of the year.

Of four candidates one passed the First Examination in Arts.

39. There was no fourth year class during 1868, and the third year class consisted of one student, who joined in April, and had only a month before the vacation to prepare for the Departmental Examination. He was under some disadvantage, as the course of

No B. A. class, and one student in the third year class.

instruction at the Mission College, which he had previously attended, differed from that which was followed in the Government College. Though not very successful on the whole, he acquitted himself creditably in Mathematics and English. The results of the December Departmental Examination were less satisfactory in these subjects though more favorable in others.

40. Four students of the first year class were examined in July, and five in December 1868. The results of these examinations were, on the whole, creditable, though the Mathematical papers were somewhat slovenly in style. In each examination one student took up Sanskrit as the second language, and acquitted himself in a satisfactory manner.

Results of the Departmental Examinations of the first year class in July and December 1868.

41. Dr. Leitner has made great efforts during the past year to raise the attendance, and to induce the ex-students of the college, now employed in Lahore, to attend certain courses of lectures. In this he has met with considerable success, as will be apparent from the statistics given above, and from his own report. He has also given a donation of Rs. 300 for the award of prizes to successful casual students.

Exertions of Dr. Leitner, and donation of Rs. 300 given by him for prizes.

42. The college has suffered greatly from the ill health of Mr. Crank, the Mathematical Professor, who has been recommended for a pension in consideration of his services at Lucknow and other special circumstances. Mr. Beddy, the Head Master of the Zil' School, assisted in the college during 1868, and since then Mr. Rebsch, Assistant Master, has devoted his whole time to the latter institution

Ill health of Professor Crank, and employment of Messrs. Beddy and Rebsch in the college.

43. Mr. Baden Powell, with great public spirit, has given gratuitous Law lectures, which have tended in no small degree to attract casual students to the college. Since the close of the official year he has been absent from Lahore, and the lectures have been discontinued. The attendance will no doubt suffer in consequence.

Lectures in Law given gratuitously by Mr. Powell.

44. Muhammad Hayat Khan, Extra Assistant Commissioner, has contributed from his private means, and has raised a subscription, for the purpose of bestowing scholarships on students of the Lahore College and School. I have always found this gentleman most anxious, by every means in his power, to promote the advancement of education. On the present occasion he has afforded, to several students, who must otherwise have left college, the means of prosecuting their studies.

Donation of Rs. 800 by Muhammad Hayat Khan for scholarships.

45. Owing to the ill success of the 2nd year students in the First Arts Examination, the educational progress of the college to the close of 1868 cannot be considered altogether satisfactory, and I regret to state that Professor Ellis, of the Delhi College, who has been appointed to officiate as Principal at Lahore, during the absence of

Progress of the Lahore College, unsatisfactory.

Dr. Leitner on leave, reports that he found the English classes generally, and more especially the first year class, in a very unsatisfactory condition. The report of Mr. Pearson, the Inspector of the Rawal Pindi Circle, who has just conducted the Departmental Examination* in English literature, corroborates this statement. The solitary fourth year student acquitted himself very badly; the third year student was absent; the second year class did fairly; but in the first year class, with one exception, none of the students "sent up good work, and most of them are very imperfectly prepared in their subjects, the questions set being extremely simple." It is possible that the sudden influx of so many casual students, whose amount of knowledge probably differed considerably, may have somewhat interfered with the efficient instruction of the regular students; but I am much disappointed at the present condition of the classes as shown by the reports of the Officiating Principal and the Inspector.

46. The scholarship for the past year of £200 per annum tenable in England has been awarded to Suraj Bal, a casual student of the college, and son of Pandit Manphul, late Mir Munshi. The love of enterprize inherent in the people of the Panjab is shown by the large number of students and ex-students of the college who were candidates for this scholarship.

47. The zil' school and its branches have been reorganized during the year, and now comprise three divisions, the upper school, the middle school, and the lower school. The latter, however, are supported under article XIV of the grant-in-aid rules, and are included in the return of indigenous schools.

48. The upper school contains 34 students, of whom 16 are in the first class, 11 in the second, and 7 in the third. The reason that there is so small a number in the third class, is, that admissions have been checked by the middle school examination, a description of which will be found in para. 82.

49. The middle schools are two in number, the zil' and the Shah 'Almi schools; the former contains 71, and the latter, which has been lately organized, 38 students.

50. The number of students in the upper and middle schools fell off steadily from 131 to 103, but in November there was a favorable turn, and there are now altogether 143 students.

51. There are four lower class schools, supported, as already stated, on the grant-in-aid system. The number of pupils attending these schools has diminished considerably. This is owing to the fact that when they were reorganized it was found necessary to abolish one school, and to amalgamate two others, and that this measure was apparently carried out without due care, by the headmaster, and resulted in an immediate loss of nearly 150 boys. These schools now contain 294 boys, and it is doubtful whether a much larger number could be efficiently taught by the existing staff.

52. The Lahore zil' school sent up 9 candidates for the Entrance Examination, Calcutta University, of whom 1 passed in the second, and 3 in the third division. The classes that underwent Departmental Examinations acquitted themselves in a very satisfactory manner, and out of 10 candidates for the middle school examination, 7 passed with credit. On the whole, substantial progress has been made during the year; and Mr. Beddy, the Head Master, deserves credit for the manner in which he has conducted his duties.

Progress of the Lahore zil' school creditable to Mr. Beddy, the Head Master.

DEHLI GOVERNMENT COLLEGE.

Principal	...	...	...	C. R. COOKE, ESQ., B. A.
Professor	...	...	...	W. ELLIS, ESQ., M. A.
Assistant Professor of Arabic	...			MAULAVI ZIYA-UD-DIN.

53. The Dehli College contains 25 students, or one less than at the close of 1867-68. The average number on the rolls was 23, and the average attendance, 21, against 19 and 18 for the previous year. The fees amounted to Rs. 483; in 1867-68 only Rs. 373 were collected.

Dehli Government College.

54. Ten students have left the college during the course of the year; of these seven have obtained appointments on an average salary of Rs. 75 per mensem; one has gained a scholarship of Rs. 50 per mensem at the Rurki College, another is studying for the pleadership examination, and one, a most promising student, is dead.

Ten students left the college during the year.

55. The results of the examinations of the Calcutta University have been very favorable to the Dehli College. One student has passed the B. A. Examination in the second division, and a few marks more would have placed him in the first. Out of four candidates for the First Arts Examination, one took the fifth place amongst all the students of the Bengal Presidency, and two passed in the third division.

Results of the Calcutta University examinations, very favorable to Dehli College.

56. In the Departmental Examination, held in July 1868, Sri Ram, the only student of the fourth year, passed in all subjects and obtained a sufficient number of marks to place him in the second division - the position he actually obtained in the subsequent B. A. Examination. Only three of the four students of the second year class were examined; of these Hukm Chand obtained marks sufficient to place him in the first division - the position that was subsequently assigned to him in the First Arts Examination. The other two gained about equal marks with those of Lahore, who subsequently failed, at the First Arts Examination; they were, however, inferior to the Lahore students in English. I considered that with diligence they would have a fair chance of passing - an opinion that was justified by the result.

Results of the examination of the 4th and 2nd year classes, held in July 1868.

57. The results of the July and December Departmental Examinations of the first and third year classes were on the whole satisfactory. As observed by the Principal, out of the four students who then composed the third (now the fourth) year class, two ought to pass the B. A. Examination in the beginning of 1870.

Results of the Departmental Examinations of the 1st and 3rd year classes, held in July and Decr. 1868, satisfactory.

58. Three senior and eight junior scholarships were competed for by the students of affiliated colleges in the Panjab, and two of the former and five of the latter were awarded to the Delhi College.

Out of 3 senior and 8 junior Govt. scholarships, 2 of the former and 5 of the latter gained by Delhi College boys.

59. A scholarship of Rs. 35 per mensem, tenable in the Delhi College, has been founded by Mrs. Bathoe, widow of the late Mr. Charles Gubbins Bathoe, of the Bengal Civil Service. Gubbins's and Wazir Singh's scholarships. Lala Wazir Singh, with his accustomed generosity, has given two scholarships, of the value of Rs. 10 per mensem each, tenable during the year 1869. This liberality is the more noteworthy as he subscribes Rs. 35 per mensem towards the support of an aided Anglo-vernacular school in the city.

60. When Mr. Cooke took charge of the Delhi College, shortly before the commencement of the year under report, it was ruled that he should, in the first instance, draw only Rs. 600 per mensem, and that the saving of Rs. 100, with an additional sum of Rs. 40 per mensem, should be expended on a Native Assistant Professor. Lalas Bharon Parshad, B. A., and Sri Ram, B. A., have been employed successively in this capacity, and have worked well; but the college will not compete on equal terms with similar institutions in other parts of India until a second European Professor is appointed.

61. The first year college class, formed in January 1869, have elected to study Sanskrit in preference to Arabic, and a Sanskrit Assistant Professor will soon be urgently required. As a temporary arrangement, they receive instruction from the Head Pandit of the aided Anglo-Sanskrit school, lately established in the city.

Assistant Professor required to teach Sanskrit, which is elected by 1st year class in preference to Arabic.

62. I entertained hopes that the appointment of an additional Professor and Assistant Professor would set free the Rs. 100 per mensem which is at present deducted from the pay of Mr. Cooke, and that his full salary might be allowed to him from the commencement of the current official year. I much regret that this has not been practicable, as he is, I believe, the only Principal of a Government College in the Bengal Presidency who receives less than Rs. 700 per mensem.

Mr. Cooke, under-paid.

63. Great credit is due to Mr. Cooke, to Professor Ellis, and to Maulavi Ziya-ud-din, the Assistant Arabic Professor, for the signal success that has attended their labors during the

Great credit due to the college staff.

past year. They have fully maintained the honorable position that was gained by the Dehli College under the late Principal.

64. The Dehli Government school and the various schools attached to it have undergone some changes during the year. There Changes in the zil' school and the schools attached to it. is now an upper school, a middle school with two parallel sets of classes, and a branch school, an Anglo-Sanskrit aided school, and two Anglo-vernacular aided schools, all of the middle class. Subsidiary to these are eight purely vernacular schools, which constitute the lower department. These receive a grant under article XIV of the grant-in-aid rules.

65. The upper school comprises three classes with 73 boys. It sent up The upper school contains 73 boys. ten candidates for matriculation, of whom two passed in the first, and five in the second division. These have all entered the college, and, having taken good places at the Entrance Examination, are likely to do well.

66. The middle school contains two parallel sets of classes, and the Constitution of the middle school with two parallel sets of classes. course of study, as now fixed, extends over five years instead of over three years-and-a-half, as in other middle schools. In one division Arabic is taught, and in the other, Euclid and Algebra instead of Arithmetic only, as in ordinary middle schools. In the branch school the usual course of instruction for middle schools is followed.

67. The Anglo-Sanskrit school owes its origin to Lala Rami Mal, a Lala Rami Mal, founder of the Anglo-Sanskrit school at Dehli. public-spirited native gentleman, who came forward entirely of his own accord and offered to subscribe Rs. 50 per mensem towards the maintenance of a Sanskrit school. Other native gentlemen joined him, and a Committee of Management has been formed which consists of some of the leading men of the city. The school is already very popular. The course of study extends over five years. Instruction in general knowledge is conveyed through the medium of Urdu, and so much Persian is taught as is considered necessary to give command over the Hindustani language as spoken and written by natives of Dehli in the present day.

68. The schools of Lalas Wazir Singh and Ishri Parshad continue to Schools of Lalas Wazir Singh and Ishri Parshad. flourish. They correspond with the Government branch school. The public-spirited managers contribute each Rs. 35 per mensem towards their support.

69. The middle school sent up 28 students to the middle school The middle schools will supply good students in large numbers for the upper school. examination, of whom 10 passed. For many years the instructive staff of the Dehli school was quite insufficient to teach so many boys, and most of the classes were decidedly weak in all subjects. The success that has been achieved in the Entrance Examination has been due to the efforts of the head and second masters, who have always been condemned to work on ill-prepared material. The boys who pass through the middle school, as now organized, will have

received an education superior to that which can be obtained in any Government school of the same class in the province,* and a great improvement in the upper school must necessarily follow. The Anglo-Sanskrit and other aided schools and the branch school should soon supply a considerable number of candidates for the middle school examination. The Government and aided middle schools contain together 573 students.

70. The number of lower class schools has been reduced from 10 to 8, and the two that were situated in the suburbs at such a distance that they could not harmonize with the general scheme of Government education, have been made over to the Revd. Mr. Smith. The lower class schools contain altogether 505 pupils.

71. It will be observed that the system that has now been established at Dehli will enable a student, who has passed through the lower school, to enter on the usual course of study for middle schools, and to receive instruction in the English and Persian languages, and in Arithmetic, History, and Geography, which are taught through the medium of the vernacular; or he may, if he prefer it, enter a school where he will have an opportunity of learning Arabic, Sanskrit, or Mathematics—subjects which are usually taught in upper schools only.

72. This system will eventually necessitate a change in the upper school, which is at present so organized as to afford instruction to students who have received the ordinary middle school education.

73. There are at present 16 boarders at Dehli; they all hold scholarships, and have been sent in by the Inspector from secondary schools. Several applications have been received from boys who would enter as self-supporters, were accommodation available.

74. The Dehli College and upper school are now located in the buildings which belonged to the old Dehli College. The Dehli Normal school is held in a building in the same compound, which is urgently required for the use of boarders. The middle school is held in a native house, the approach to which is of a very objectionable character. For this we have to pay a high rent. The branch school, the Anglo-Sanskrit school, the schools of Lalas Ishri Parshad and Wazir Singh, and the purely vernacular schools are all held in buildings which are rented at considerable expense. The Government contributed Rs. 50,600, and Rs. 10,000 were paid from the educational cess fund for the erection of that part of the Dehli Institute which was designed for the accommodation of the Dehli College. This portion of the building has been diverted from its original purpose, and contains at present a

reading-room, a library, of which only one native is a member, and a ball-room, which is, I am informed, on special occasions given up for native use. *

* A separate reference on this subject will be submitted.

75. Mr. Kirkpatrick, the Head Master, is deserving of special commendation for the efficient manner in which he has conducted his duties during the past year. He has been successful as a teacher, and has done much to improve the discipline of the school, and to foster the love of manly exercises amongst the boys. Mr. Rebsch, the Second Master, and the other teachers mentioned by the Principal, are also deserving of credit.

Commendation of Mr. Kirkpatrick, the Head Master, and of other masters.

SECTION IV.

GOVERNMENT SCHOOLS.

76. The following statement shows the statistics of all Government schools in the prescribed form : —

DESCRIPTION OF INSTITUTIONS.	Number of institutions.	Number on the rolls at close of 1868-69.	Average number on the rolls monthly for 1868-69.	Average daily attendance.	TOTAL EXPENDITURE.	
					From imperial revenue.	From local funds.
Govt. schools, Higher class...	7	1,068	1,112	925	66,480	8,842
Do. do. Middle class ...	94	9,918	9,674	8,361	80,523	28,631
Do. do. Lower class ...	1,464	51,362	48,765	43,039	26,932	1,47,668
Govt. Female schools ...	206	4,448	4,518	4,031	3,606	11,160
Do. Normal schools ...	8	255	238	198	15,512	15,452
Do. Jail schools ...	24	5,120	5,147	4,749	227	2,736
Total ...	1,803	72,171	69,454	61,303	1,93,280	2,14,789

A.—GOVERNMENT ZIL' SCHOOLS.

77. Zil' schools of the higher class comprise with their branches three departments, the upper, middle, and lower school. The upper school contains three classes, the middle school four classes, and the lower school three classes; and the course of study extends over eight years.

78. The lower department usually comprises several schools, located in different buildings, one such school being generally held in the same building as the main school. All these schools were until recently reckoned as integral portions of zil' schools. Last year, however, branch schools, i. e., those that are held in separate buildings, were distinguished from the main school. Now almost all branch schools, and in some cases the entire lower departments of zil' schools,

The lower department maintained generally on the grant-in-aid system.

have been placed on the grant-in-aid system, and arrangements are in progress for extending this measure to all lower schools, so that zil' schools may contain no students who have not first passed through a primary school.

79. It is proposed also to regard, as distinct schools, the upper departments of zil' schools of the higher class; so that higher class Government schools will consist of the upper department only. The middle departments of such schools will be classed with zil' schools which contain no upper department. It was not practicable to carry out this measure during the year under report, but the number of students in each department is shown in the returns.

80. Zil' schools of the middle class contain at present two departments, the middle and lower school. Such schools will, in future, consist of one department only; the lower school, as already explained, being in all cases placed on the grant-in-aid system.

81. The upper school affords instruction to the standard of the Calcutta University Entrance Examination, and the middle school, to the standard of the middle school examination. In the lower school, reading and writing the vernacular, Urdu Grammar, and a little Persian, Arithmetic, and Geography are taught. The study of English commences in the middle school.

82. The following are the subjects for the middle school examination :-

- A. English.* - Translation into Urdu or Hindi in the Persian or Nagri character of : (1) a moderately easy passage from any English book, not in the course of study for Government schools; (2) passage from a newspaper on a subject likely to be easily intelligible; (3) paper of sentences.
Translation into English of similar papers in the Urdu or Nagri character.
Paper on grammar and idiom, &c.
Penmanship.
- B. Urdu or Hindi.* - Grammar, dictation in the Persian or Nagri character, transliteration or dictation in the Roman character (to be optional at the examination of 1868), composition, penmanship.
- C. Arithmetic.* - Including vulgar and decimal fractions, proportion, practice, interest, discount, and profit and loss.
- D. Geography.* - General knowledge of geography; more particular knowledge of geography of India.
- E. History.* Waz'at-i-Hind.
- F. Persian.* Translation into Urdu of : (1) passages from books not read in Government schools, of equal difficulty with the "Anwar-i-Suhaili" or the "Diwan-i-S'adi;" (2) paper of sentences.
Translation into Persian of similar papers in Urdu.
Grammar.

83. In order to pass, a student must obtain 50 per cent. of the maximum number of marks in each subject.*

50 per cent. of the maximum number of marks in each subject must be obtained to pass the middle school examination.

84. History and Persian are optional subjects for grant-in-aid schools, but compulsory for Government schools. Eventually, however, it is proposed that History, if not Persian, shall be compulsory for all schools.

History and Persian are optional subjects in aided schools.

85. No student† can enter the upper school till he pass the middle school examination, and no student can present himself as a candidate for the Entrance Examination until he has completed the prescribed course of study for the upper school, and this extends over three years.

Students are not admitted in the upper school without passing the middle school examination, and they remain for 3 years in the upper school before going up for the Entrance Examination.

86. I believe that a measure of this description was absolutely necessary to check the pernicious practice of "cramming," which is at present almost universal. Under the system that has hitherto prevailed it is inevitable that both masters and pupils should regard the acquisition of sound knowledge as quite a secondary object in comparison with the all-important question, what must be remembered to enable a student to scrape through the Entrance Examination. To pass in the third division a very superficial knowledge of the languages and the other subjects of examination may suffice.‡ It has consequently been very common to allow a clever boy to skip over one or even two classes at a time, and thus to push him on to the top of the school as soon as possible. Boys who are not promoted quickly are discontented, and the result too often is that all classes are studying subjects beyond their powers. Thus, a few boys matriculate a year or two sooner than they otherwise could, but they do not become sound scholars; whilst the number of failures is far greater than is at all necessary, and the real progress much slower than it would be under a better system. In future, all students will be compelled to go through a carefully considered course of study, on which they cannot possibly enter till they are prepared to do so with advantage.

87. The first middle school examination took place in January last, but this examination will in future be held in the month of December. Out of 164 candidates from Government schools 73 passed, and of these 34 obtained 30 per cent. of the maximum number of marks in each subject.

Results of the middle school examination.

88. At the close of 1867-68, there were six zil' schools of the higher class, viz. : in the Ambala Circle, Delhi and Rowari; in the Lahore Circle, Lahore and Amritsar; and in the Royal Pindi Circle, Ferozpur and Gujranwala. Since then Dera Ghazi Khan, in the Frontier Circle, has been added to the number.

Increase of the number of zil' schools of the higher class from 6 to 7.

* It was impossible to introduce a high standard all at once, and at the first examination, accordingly, students who obtained 40 per cent. of the maximum number of marks for all subjects were allowed to pass without regard to the number obtained for each individual subject. At the next examination a candidate must gain 30 per cent. in each subject, in 1870, he must obtain 40 per cent., and in 1871, the full proportion, i. e., 50 per cent.

† Those already in the upper school were not required to pass.

‡ The English Entrance Course is a small book of selections, and the 'Arabic Course' a still smaller book of selections. To pass in languages, a student must obtain 33 per cent. of the maximum number of marks; in Mathematics, 25 per cent.

89. There were on the 31st March 1869, 204 boys in the upper departments of these schools, whereas at the close of the previous year the corresponding classes contained only 176 boys. This shows satisfactory progress, more especially when it is remembered that the increase of numbers has been very greatly checked by the new middle school examination. There has been a much greater increase in the middle departments of these schools, where the numbers have risen from 389 to 554; the number of boys in the lower department, on the other hand, has decreased owing to the transfer of many of the classes to aided schools.

90. At the end of 1867-68, there were 19 zil' schools of the middle class. Of these the Peshawar school was closed on the 1st April 1868; the Syalkot school was soon after made over to the Mission at that station; and the Dera Ghazi Khan school has been raised to the higher grade. The aided school at Kohat, on the other hand, has been made a zil' school, so that there are now 17 schools of this class. These schools have been hitherto unable from different causes to send up successful candidates to the Entrance Examination. In some cases the local demand for clerks has been so great that boys could not be induced to remain at school long enough to enable them to pass; but in the majority of instances the instructive staff has been quite incapable of teaching to so high a standard. I hope, however, that in the course of a few years most of these schools will be ranked in the higher class.

91. The 17 zil' schools of the middle class contained, on the 31st March 1869, 746 boys, exclusive of those belonging to the lower department. At the close of 1867-68, the corresponding classes of the 19 middle class zil' schools, then in existence, contained 555 boys only.

92. Owing to the transfer of some of the classes of the lower departments to aided schools, and the reduction of the Government schools at Peshawar and Syalkot, the total number of boys attending all zil' schools has fallen from 3,237 to 2,811, though there has been, as stated above, a considerable increase in the number of pupils attending the upper and middle departments. The fees collected during the year under report amounted to Rs. 7,902-5-7,* whereas in the previous year Rs. 8,171-5-8† were realized. Considering the decrease that has taken place in the total number of boys, and bearing in mind also that famine and scarcity have prevailed during nearly the whole year, these figures are, I think, quite satisfactory.

93. The services of the following masters are specially deserving of commendation, besides those noticed in paragraphs 52 and 75 in connection with the Lahore and Dehli schools:—

Notice of certain head masters of zil' schools.

MR. LINDSAY.....Head Master of the Amritsar School.

JAI GOPAL SINGH..... Ditto of Batala School (now Head Master, Rawal Pindi Normal School).

PARTAB SINGH.....Head Master, Rahūn School.

MULRAJ..... Ditto, Dera Ghazi Khan School.

MR. BUCHANAN..... Ditto, Gujrat School.

HIRA LAL..... Ditto, Bhewani School.

Many other masters have performed their duties in a satisfactory manner, and are duly noticed in the reports of Inspectors and Principals.

94. As a general rule, Local Committees of Public Instruction afford very little assistance. By a recent order of Government, Deputy Commissioners have been appointed *ex-officio* Presidents of Educational Committees wherever there is a zil' school at the head-quarters of a district. These officers have, however, little time to spare for educational matters, and as the Committees are composed for the most part of members who are themselves uneducated, it is perhaps idle to hope for any great results at present.

Indifference of the Local Committees of Public Instruction.

B.—GOVERNMENT TOWN SCHOOLS.

95. At the close of 1867-68, there were 77 town schools. Of these 5 schools in the Gurgaon District have been placed on the grant-in-aid system,* and do not accordingly appear in the return of Government schools. There are now 74 town schools containing 8,092 students, the average number on the rolls was 7,757, and the average attendance, 6,789. After deducting the students of the Gurgaon District, the figures for 1867-68 were as follows :—

General statistics of town schools.

* See para. 140, under head of aided schools of the middle class.

On the rolls at the close of the year...	7,538
Average number on the rolls ...	7,551
Average attendance ...	6,470

The fees have risen from Rs. 1,933-12 to Rs. 2,417-11-3. The schools are attended by 5,408 Hindus, 2,121 Muhammadans, and 563 Sikhs and others. There is no very remarkable change in the proportion of students of each religion, though the number of Muhammadans has somewhat fallen off as compared with the others: 1,125 students were learning English; 6,473, Urdu; 952, Hindi (Nagri); 610, Landi, Mahajani, &c.; 1, Arabic; 3,083, Persian, and 11, Sanskrit. Putting out of consideration the schools of the Gurgaon District, these figures show an increase of about 200 in the number of students learning Persian, and a falling off of more than 200 of those learning English.

96. The three first classes of town schools contain 392 boys, and the 4th and 5th, 1,315. At the close of the previous year (exclusive of the Gurgaon District), they contained respectively 391 and 1,178. The following table shows the percentage of students

Progress in study of town schools.

in each class at the close of the year under report, and at the end of 1867-68. The proportion of students in the upper classes is still higher in the Ambala Circle than in the other circles, and the Ludhiana District in this respect excels all other districts in the province :-

Percentage of scholars at the close of	TOWN SCHOOL CLASSES.							
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1867-68.	0.4	1.2	3.7	5.9	9.4	17.5	17.0	44.8
1868-69.	.35	1.01	3.49	5.65	10.66	16.74	17.79	44.31

C.—GOVERNMENT VILLAGE SCHOOLS.

97. Whilst the number of village schools has been reduced from 1,555 to 1,462, the number of pupils on the rolls has fallen from 51,326 to 51,276 only, and the average attendance has risen from 42,632 to 42,967. The fees amounted to Rs. 4,652-9-10, against Rs. 4,236-1-6 collected in the previous year. Of the total number of students borne on the rolls, 26,666 are Hindus, 19,997 Muhammadans, and 4,613 Sikhs and others. The proportion of Hindus has slightly increased, but it is remarkable that whilst in town schools Hindus exceed Muhammadans in the proportion of more than 2 to 1, there should be comparatively so little difference in the numbers attending village schools. In the village schools of the Rawal Pindi and Frontier Circles, Muhammadans are more numerous than Hindus, and in the village schools of the Lahore Circle, the preponderance of the latter is small as compared with that which is found in town schools.

98. The number of students in the three first classes of village schools has risen from 345 to 348, and the number in the fourth and fifth classes, from 5,125 to 5,336. The following table shows the percentage of students in each class at the close of 1867-68 and 1868-69, respectively

Percentage of scholars at the close of	VILLAGE SCHOOL CLASSES.							
	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	8th.
1867-68.	0.4	0.6	.6	2.4	7.6	16.1	18.8	54.4
1868-69.	.01	.07	.61	2.44	8.01	16.16	18.53	54.17

99. The amount of fees realized in village schools still varies greatly in different localities. In the majority of districts the orders on the subject are not enforced. Ludhiana is the only district in the Ambala Circle where a fair amount has been collected. In Dehli the fees for the whole year amounted to less than

Rs. 18. In the Gurdaspur District Rs. 1,151-9-1 were collected (or much more than in the whole Ambala or Rawal Pindi Circles), and in the Lahore District only Rs. 77-14 were realized. After Gurdaspur comes Hushyarpur, in which Rs. 746-7 were taken, and Jalandhar, where the amount was Rs. 468-15. In the Rawal Pindi Circle Syalkot contributed Rs. 269-8 and Gujranwala Rs. 249-7, whilst in Rawal Pindi only Rs. 26-11 were collected.

100. Attached to town and village schools there is sometimes an English teacher who is supported by subscriptions, or a payment from municipal funds supplemented by a Government grant. Hitherto it has been customary to frame a separate return of "English elementary schools," so as to show the statistics of the English classes separate from the vernacular schools to which they are attached. As all or nearly all the boys attending such classes receive instruction in the vernacular classes also, it appears a simpler plan to treat the English classes as an integral portion of the schools of which they form a part, and their statistics have accordingly on the present occasion been incorporated in the returns of village and town schools.

Elementary English school and the vernacular school to which it is attached, considered one school.

101. In some few cases the English teachers attached to town and village schools are doing really good work, but there can I think be no doubt that as a general rule the appointment of such masters was premature. The salaries are for the most part insufficient to secure competent teachers, and proper supervision is as a general rule quite impossible. The schools are examined once a year by the Inspector, and between his visits must take care of themselves. The acquisition of a slight smattering of English is utterly worthless as an educational exercise, and is likely to interfere with the prosecution of vernacular studies.

Knowledge of English imparted in elementary English schools, very meagre.

102. If the money expended on the elementary classes would be devoted to the foundation of scholarships tenable at schools of a higher grade, great good would result. Unfortunately the subscribers are generally actuated by the desire of obtaining instruction in English for their own children, and have not the slightest wish to provide for others a superior vernacular education, or an opportunity of learning English in which their own sons may be unable to participate.

The funds laid out on elementary English schools may be much more beneficially expended on scholarships.

103. Considering that 1868-69 has been a year of famine and of sickness, it is satisfactory to find that our vernacular schools have made decided progress; the improvement that has taken place is quite as great as could have been reasonably expected. At the same time there are various causes which up to the present time have prevented these schools from holding such a position as they should in my opinion have attained.

Progress of vernacular schools, satisfactory.

104. The want of proper supervision has already been referred to under the head of inspection (*vide* para. 21). Until this evil is remedied, our educational system cannot be altogether satisfactory. The second great evil is the inefficiency of

Want of proper supervision and inefficiency of village school teachers.

the majority of the teachers of primary schools. The principal cause of this inferiority has now been removed, as the lowest salary for a village teacher will in future be Rs. 10, instead of Rs. 5. We shall thus be able to induce better men to enter the department; but a considerable time must elapse before the full advantages of this measure can be seen.

105. The study of Persian is highly popular for its own sake, and in the best of our vernacular schools this language is very much better taught than in indigenous Persian *maktabs*. The regular curriculum includes the *Gulistan*, *Bostan*, a part of *Anwar-i-Suhaili*, *Abulfazal*, &c. The study of History, Geography, Mathematics, and the Elements of Natural Philosophy is on the other hand very unpopular, and a knowledge of these subjects is as a general rule of no practical value whatever to a student in search of employment. There is not the slightest doubt that our schools would have gained unbounded popularity amongst the people at large, had every subject but Persian been excluded from the scheme of studies. The whole influence of Munshis and of minor Government employes is still in many cases actively exerted against the Government system of vernacular education, for the simple reason that this class can see no benefit in the study of anything but Persian or Arabic.

106. I pointed out this fact about five years ago, and proposed as a remedy that all persons who might become candidates for Government employment after a certain date, should be required to pass an examination. My suggestion was adopted by the late Director, and was submitted to Government. It received the warm support of the late Sir Herbert Edwardes, who made an eloquent address on the subject to the Sardars and other natives assembled at an Educational Darbar at Ambala. The proposal was, however, eventually allowed to fall through. I shall take an early opportunity of bringing the matter before the Senate of the University College, pending the constitution of which body I have refrained from submitting renewed proposals to Government.

107. The one per cent. cess is the only fund at present available for the support of primary schools. I think that this fund should be expended for the exclusive benefit of the agricultural population, and that it ought not to be spent, as it often is at present, in maintaining so-called village schools in towns where non-agriculturists preponderate.* The imperial funds cannot be made available for the support of primary schools,† and the only alternative which offers a reasonable prospect of success is the imposition of an educational rate on all non-agriculturists. If a sufficient amount could be raised by this means, a complete system of primary and secondary

* It is I believe proposed at future assessments to double the amount of the cess, but the increased income will certainly not be more than will suffice to establish agricultural schools, and to provide primary schools for girls as well as boys.

† The Supreme Government has lately laid down the general principle that primary schools should be supported from local funds, and that they are not as a general rule to be held eligible for grants-in-aid.

vernacular education for towns might be introduced, with exhibitions to higher class schools and the University College.

108. The Inspector of the Rawal Pindi Circle has given in his report a statement of the number of students in each district who passed an examination in reading and dictation, and the report of the Inspector of the Ambala Circle contains an elaborate return of the number of students in every school who passed a satisfactory examination in the subjects prescribed for each class. The Lahore Circle contains so many scholars, that anything like an examination of every individual boy has hitherto been quite impossible. Now, however, that an Assistant Inspector has been appointed, a much greater amount of work can be accomplished. It will not be necessary that every boy should be examined every year in each subject, but I contemplate the introduction of fixed standards of the same nature as those laid down for zil' schools. It will then be the duty of the Inspector to ascertain each year how many boys have attained to each standard; the intermediate classes can be examined collectively. By this means Government and the public, as well as the Officers of the Department and the District Officers in charge of the schools, will be able to form a clear and accurate estimate of the state of education, and the progress made each year. The reorganization of primary and secondary schools, and consequently the nature of the proposed standards, has been deferred with the view of obtaining the opinion of the Senate of the University College.

Measures in contemplation for testing progress in vernacular schools.

109. The movement noticed in my last report for the establishment of a Central Anglo-vernacular school in the Gurdaspur District has been temporarily postponed (*vide* para. 64 of the report by the Inspector Lahore Circle).

The proposal to establish an Anglo-vernacular school at Gurdaspur, postponed.

D.—GOVERNMENT FEMALE SCHOOLS.

110. The number of Government female schools has been reduced during the year from 272 to 206, the number of girls on the rolls, from 5,653 to 4,448, and the average attendance, from 5,120 to 4,031. At the close of the year 153 girls were learning English; 3,561, Urdu; 461, Hindi (Nagri) and Gurमुखी; 29, Landi; Malajami, &c.; 193, Arabic; 522, Persian; and 6, Sanskrit.

General statistics of Government female schools.

111. It was ruled by the Supreme Government that the sum of Rs. 10,000 per annum, allowed for female schools, should not be given after the close of 1867-68, and that subsequent to that date all schools not maintained from the one per cent. cess must be supported on the grant-in-aid system. Some exceptions, however, were allowed to this rule; but the expenditure from the imperial revenue has been reduced

Expenditure from imperial revenue.

* In schools maintained from the cess, the majority of girls should belong to the agricultural class.

from Rs. 9,652 to Rs. 3,606. This has necessitated a corresponding reduction in the number of schools.

112. The condition of these schools is at present unsatisfactory, and very many are no doubt quite useless. As an Inspectress has now been appointed, they will be in future carefully examined and reported on, and the Normal schools that have been already set on foot, or may be hereafter established, will in the course of a few years supply competent teachers. All that has yet been accomplished is the removal of the violent prejudice that formerly existed against girls' schools. Though there may be little interest in the matter, the advantages of female education are now generally admitted, whereas a few years ago I was sometimes quite astonished at the very strong feeling of repugnance that was shown at the mere mention of this subject.

E.—GOVERNMENT JAIL SCHOOLS.

113. The number of jail schools has been increased from 23 to 24, the number of prisoners under instruction has risen from 4,679 to 5,120, and the average attendance, from 4,043 to 4,749. There is still a large preponderance of Muhammadans.

114. The Inspector General of Prisons, after consulting me on the subject, submitted a proposal for the appointment of competent teachers in all the principal jails. The proposal was negatived, partly on the grounds that satisfactory results were attained under the existing system. I am inclined to concur with the Inspector of the Rawal Pindi Circle in his belief that the statistics that are put forward of men who have learnt to read and write in jails are not always trustworthy. It is not improbable that the prisoners themselves find it advantageous to disguise their knowledge in the first instance, in order that they may gain the credit of making rapid progress.

115. The Inspector of the Lahore Circle considers that excellent results are obtained from the instruction given in jail schools; and that officers in charge of jails give the subject far more attention than they did formerly. Dr. Henderson has greatly interested himself in the progress of prisoners under instruction in the Lahore Jail, and the system in force is reported to be particularly good. English is taught by an English prisoner to those who can read and write their own language—a practice which appears to me to be of somewhat questionable utility.

116. The Ambala Jail school is reported to be in perfect order. Dr. Bateson has devoted great attention to the organization of this school, and its very satisfactory condition is owing to his exertions.

SECTION V.

PRIVATE INSTITUTIONS UNDER GOVERNMENT
INSPECTION.

117. The following is the prescribed statement :—

DESCRIPTION OF INSTITUTIONS.	No. of institutions.	No. on the rolls at close of 1868-69.	Average No. on the rolls monthly, 1868-69.	Average daily attendance.	Grants given by Government.	Expenditure from all sources other than grants given by Govt
Colleges	1	17	10	8	2,265	2,570
Schools of Higher Class	9	1,995	1,893	1,562	29,700	39,211
Schools of Middle Class	40	3,631	3,389	2,709	52,706	52,888
Schools of Lower Class	163	9,069	8,685	7,062	17,388	27,965
Female Schools	516	13,010	12,429	10,415	35,612	38,329
Aided Normal Schools	5	190	138	118	9,508	6,056
Total	734	27,912	26,544	21,874	1,47,179§	1,67,019

118. The monthly expenditure on grants-in-aid has advanced during the year from Rs. 11,613 to Rs. 13,458-1-4; the net increase since the commencement of the year is Rs. 1,845-1-4. Details are shown in the following statement :—

NAMES OF SCHOOLS.			Amount.		Total.		Date from which sanctioned.
			Rs.	A. P.	Rs.	A. P.	
<i>Additional Grants.</i>							
1.	Mission School, Syalkot	50 to 120	70	0 0			1st May 1868
2.	City Mission School, Peshawar	225 „ 285	60	0 0			„ April „
3.	Rawal Pindi Mission Cantonment School	50 „ 64	14	0 0			„ „ „
4.	Lahore Mission Branch Schools	110 „ 175	65	0 0			„ May „
5.	Lahore Christian Girls' School	35 „ 90	55	0 0			„ Jan'y. 1869
6.	Rawal Pindi Mission Female School	8 „ 18	10	0 0			„ July 1868
7.	Lahore Female Normal School	50 „ 440-10-8	390	10 8			„ April „
8.	Anglo-Sanskrit School, Lahore	40 „ 51	11	0 0			„ „ „
9.	Christian Vernacular Education Society Normal School, Amritsar	100 „ 150	50	0 0			„ „ „
10.	Rawal Pindi cum Murree School	200 „ 250	50	0 0			„ „ „
11.	Elementary English School, Kartarpur	10 „ 15	5	0 0			„ „ „
12.	Ambala Amla School	39 „ 80	41	0 0			„ „ „
13.	Lahore Hindu School	70 „ 150	80	0 0			„ „ „
14.	Elementary English School, Nilka-Katra, Dehli	50 „ 60	10	0 0			„ Oct. „
15.	Elementary English School, Zafarwal	15 „ 20	10	0 0			„ Sep. „
					921	10 8	

* 245 from educational fund.

† 4,200 ditto ditto.

‡ 4,505 from educational cess fund

§ Add—Indigenous schools, 7,981; Elementary English schools, 12,603, Endowment and building grants, 37,844. Total, 58,428. Grand Total, 1,705,608.

NAMES OF SCHOOLS.			Amount.			Total.			Date from which sanctioned.
			Rs.	A.	P.	Rs.	A.	P.	
<i>New Grants.</i>									
1.	Rawal Pindi District Bedis' Female Schools	...	167	0	0				1st April 1868.
2.	Karnal Branch Schools	...	40	0	0				" " "
3.	Mission Female School, Mehroli	...	20	0	0				" Sep. "
4.	Ditto ditto, Matya Mahal, Dehli	...	20	0	0				" " "
5.	Dehli Anglo-Sanskrit School	...	102	12	0				" Jany. 1869.
6.	Female Schools at Farrukhnagar and Rewari	...	21	0	0				" April 1868.
7.	Branch Schools, Rewari	...	75	0	0				" Aug. "
8.	Rewari School for Artizans	...	25	0	0				" " "
9.	Scholarships tenable at Dehli College by students of Rewari Zil' School	...	50	0	0				" " "
10.	Elementary English School, Ferozepur	...	50	0	0				" " "
11.	Vernacular School, Farrukhnagar	...	10	0	0				" " "
12.	Do. do., Palwal	...	25	0	0				" " "
13.	Do. do., Sonah	...	16	0	0				" " "
14.	Do. do., Shahjihanpur	...	10	0	0				" " "
15.	Two Female Schools, Kythal	...	12	0	0				" April "
16.	Branch Schools, Bhewani	...	31	0	0				" March "
17.	Do. do., Rohtak	...	35	0	0				" April "
18.	Female Schools, Bahadargarh	...	8	0	0				" June "
19.	Branch Schools, Jagadhri	...	35	0	0				" April "
20.	Do. do., Ropur	...	25	0	0				" " "
21.	Do. do., Rahān	...	36	0	0				" " "
22.	Do. do., Hushyarpur	...	60	0	0				" " "
23.	Tanda and Jyjon Female Schools	...	10	8	0				" " "
24.	Sham Elementary English School	...	16	0	0				" Dec. "
25.	Branch Schools, Nurpur	...	64	0	0				" April "
26.	Female Normal School, Kangra	...	55	0	0				13th Nov. "
27.	Branch Schools, Amritsar	...	265	0	0				1st April "
28.	Elementary English School, Ajnala	...	15	0	0				" " "
29.	Branch Schools, Batala	...	30	0	0				" " "
30.	Elementary English School, Dina Nagar	...	15	0	0				" " "
31.	Do. do. do., Kala Naur	...	15	0	0				" " "
32.	Mission Female Schools, Wazirabad	...	10	0	0				" " "
33.	Branch Schools, Ferozepur	...	115	0	0				" " "
34.	Rawal Pindi Mission School (Regimental Bazar) for low caste boys	...	18	0	0				" " "
35.	Mission School, Gujrat	...	20	0	0				" " "
36.	Branch Schools, Gujrat	...	20	0	0				" " "
37.	Multan Branch Schools	...	50	0	0				" " "
38.	Jhang Branch Schools	...	12	8	0				" Nov. "
39.	Female Schools, Montgomery District	...	6	0	0				" April "
40.	Mission Branch Schools, Dera Ismail Khan	...	53	0	0				" " "
41.	Mission Female School, Peshawar	...	30	0	0				" May "
42.	Kohat Zil' School	...	25	0	0				" April "
						1,718	12	0	
<i>Grants reduced or abolished</i>						2,640	6	8	
1.	Elementary English School, Akalgarh	...	15	0	0				10th Jany. "
2.	Do. do. do., Gurgaon	...	35	0	0				1st Aug. "
3.	Do. do. do., Palwal	...	15	0	0				" " "
4.	Do. do. do., Ferozepur	...	25	0	0				" " "
5.	Do. do. do., Farrukhnagar	...	25	0	0				" " "
6.	Do. do. do., Noh	...	25	0	0				" " "
7.	Do. do. do., Sonah	...	15	0	0				" " "
8.	Lahore City Female Schools	114 to 216-10-8	257	5	4				" " "
9.	Bedis' Female Schools at Jhelam and Rawal Pindi	...	297	0	0				" April "
10.	Female Schools, Bhewani	...	16	0	0				" March "
11.	Regimental School, 4th Gurkhas, Baklow	50 to 40	10	0	0				" Aug. "
12.	Male Orphanage, Amritsar	40 " 20	20	0	0				" July "
13.	Elementary English School, Pathankot	...	15	0	0				" April "
14.	Do. do. do., Ropur	...	25	0	0	795	5	4	" " "
Net Increase						1,845	1	4	

119. The total amount disbursed on grants-in-aid was Rs. 2,05,608, which shows an excess of Rs. 46,265 over the previous year. Deducting the amounts paid for building and endowments, the expenditure from the imperial revenue was Rs. 1,67,764, and from private sources Rs. 1,67,019.*
- Expenditure on grants-in-aid from imperial revenue.
- Rs. 1,59,343 were expended in 1867-68.

A.—AIDED COLLEGE AT LAHORE.

120. In the Lahore Mission College the number of students whose names are borne on the rolls has increased from 9 to 17. The average number on the rolls was 10, and the average attendance, 8.
- No. of students on rolls, &c.
121. The college sent up no candidates for the First Arts or B. A. Examinations. Out of 10 candidates for the Entrance Examination supplied by the Lahore Mission school, one passed in the second and four in the third division. Several matriculated students have come in from different Mission schools.
- Out of 10 candidates 5 passed the matriculation examination.
122. The students took part in the Departmental Examinations, held in July and December, but were not very successful on either occasion.
- Achievements of the students in Departmental Examinations, not creditable.
123. The middle school examination, described in para. 82, is compulsory for all Anglo-vernacular aided schools. In many cases Managers of aided schools have introduced the new organization that has been adopted for Government schools, and have divided the institutions under their care into an upper, middle, and lower department. This system, however, has not as a general rule been carried out in the Lahore Circle, where students have been promoted to higher classes without regard to the results of the middle school examination. I propose this year to introduce a lower school examination with the view of ascertaining how many of the boys attending each school have attained an elementary knowledge of Arithmetic, and learnt to read and write the vernacular.
- Division of some aided Anglo-vernacular schools into three departments, in accordance with the new organization of Government zil' schools.

124. There are doubtless many advantages in the system of payment by results that has been carried out to so great an extent in the Bombay Presidency. At the same time that system, as generally understood, is not free from many serious inconveniences. If fixed books or portions of books are laid down for every examination, the school curriculum is arbitrarily fixed by Government, and no latitude is allowed to Managers. If particular books are not laid down, it must be almost impossible to maintain a uniform standard for a graduated series of examinations which are to test the progress of a student at the close of each year of his school career. If the examinations are conducted with due care, they must take up much time—more time than could be spared for the purpose by Inspectors
- Inconveniences of the system of payment of grants-in-aid by results.

* Exclusive of the amount expended on elementary English schools, the statistics of which are amalgamated with those of Government schools.

of Schools in this province. Under this system Managers can never know with any certainty to what the income of the school will amount during the ensuing twelve months.

125. On the other hand, the defects of the present system are obvious. The amount of grant is determined by the opinion of the Inspector and the Director of the merits of the case, and the decision that Government may arrive at after considering the representations of these officers. There is, however, no fixed principle on which grants are awarded. There is, moreover, no definite rule regarding the circumstances under which a grant is to be withheld, no adequate guarantee that the money will be well laid down, and no certainty that competent teachers will be employed, and that the school will be well taught.

126. To lay down more stringent rules at an earlier period in the history of the department would no doubt have been unwise, but the time has now come when a careful and gradual change of system appears desirable. For such a change the middle and lower school examinations will prepare the way.

127. All masters of aided schools, whether of the higher, middle, or lower grade, should be men who have proved their qualifications by obtaining certificates at recognized Normal schools, by passing examinations of the Calcutta or Provincial University, or otherwise. For every student of schools of the higher class, who has passed the middle school examination, a certain monthly payment should be made for three years, subject to regularity of attendance. If a fair proportion of students do not matriculate after three years' study, the grant should be reduced or withheld. Exactly the same principle should be followed in schools of the middle class, in which no student would be recognized who had not passed the lower school examination. In the lower school also a fixed payment should be made for each child, for a specified time, provided that a fair proportion each year could pass the lower school examination. A further check would be exercised by the Inspectors' more general examination of the classes of each department; and the existing limit of the total grant that can be drawn would still be maintained.

128. I believe that such arrangement as that which I have sketched in the last para. would insure all the advantages of the system of payment by results, without the inconvenience which would assuredly attend the introduction of this system in the Panjab, unless in modified form.

129. The new arrangement might be applied in the first instance to schools of the higher class, and gradually extended to the middle and lower schools. I shall make no definite proposal on the subject until the results of the next middle and lower school examinations are known, as I wish to avoid precipitancy; so that the

system if introduced at all may be introduced with as little inconvenience to those affected by its operation and in as perfect a form as possible. As, however, the subject is one that is likely to attract the attention of the Supreme Government, I have thought it desirable to show that measures are actually in progress which appear to me to afford a simple solution of this important question.

130. The result of the late middle school examination was not very satisfactory as regards aided schools. There were 103 candidates, of whom only 18 passed, and 7 only obtained 30 per cent. of the maximum number of marks in every subject. This shows of course that the boys sent up were for the most part below the proper standard. A comparison with Government schools would not be altogether fair, as the students of these institutions have had, as a general rule, more practice in written examinations; and in some middle class schools boys who took part in the examination had studied a portion of the subjects laid down for the higher department.

Result of the middle school examination, unfavorable to aided schools.

B.—PRIVATE SCHOOLS OF HIGHER CLASS.

131. There are now 9 aided schools of the higher class, the Ludhiana school having been raised to this grade since the close of 1867-68. The names of 1,995 students were borne on the rolls at the end of the year, the average attendance was 1,562, and the average number on the rolls, 1,893. Fees amounted to Rs. 7,863-2-4. After deducting from this the amount realized in the Ludhiana school, there has been a slight increase since the previous year. The number of students has risen in every school since the close of 1867-68, and all are in a thriving condition.

Schools of the higher class, 9 in number, having an attendance of 1,995 students.

132. Bishop Cotton's School at Jatog, and the Mission schools at Dehli, Ambala, and Ludhiana, in the Ambala Circle; at Lahore, Amritsar, and Jalandhar, in the Lahore Circle; and at Rawal Pindi and Peshawar in the Rawal Pindi and Frontier Circles, make up the nine schools of the higher class.

Enumeration of the nine schools of the higher class.

133. The upper department of the eight Anglo-vernacular schools (in which I include the higher classes which like those of Government schools were exempted from the middle school examination and the boys who have actually passed that examination) contain altogether 199 students. Of the number of students corresponding with the middle departments of *zif* schools it is impossible at present to form an estimate.

No. of students (199) in the upper department of the eight Anglo-vernacular schools of the higher class.

134. As far as the results of the Entrance Examination are concerned, the Jalandhar and Ludhiana schools hold the first place; the former institution sent up five candidates, of whom three were placed in the second division, and two in the third; and the latter, four candidates, of whom one passed in the first division, and gained higher marks than any other student in the province. The Inspector of the Lahore Circle reports very favorably of the result of his *vide et cetera* examination of the Jalandhar

Jalandhar and Ludhiana Mission schools.

school. In the middle school examination it was, however, singularly unfortunate: out of 17 candidates not one passed, and the students acquitted themselves in an unsatisfactory manner in nearly every subject, especially in English, Urdu, and Arithmetic. The former Departmental Examinations were optional with aided schools, and in these the Jalandhar school seldom, I believe, if ever, took part. This signal failure above mentioned may be to some extent accounted for by the supposition that the boys were unaccustomed to written examinations. There can, however, be little doubt that these students should not have been sent up. It is probable that the boys of the class next above them approach more nearly to the standard required. In the Ludhiana school there were a large number of failures, and only two boys passed out of 14; still the result of the examination was much more satisfactory here than at Jalandhar. In English especially the proportion of failures was not much higher than in Government schools.

135. The Lahore Mission school sent up 10 students for the Entrance Examination, of whom one passed in the second and four in the third division. For the middle school examination it did not this year supply any candidates. The second class took part in the Departmental Examinations held in July and December, but was not very successful.

136. In the Lahore school Rs. 458 were collected as school fees; this is considerably more than was realized last year,* but the amount is certainly very low for a higher class school with a large attendance at the capital of the province. In the middle class schools of Lalas Wazir Singh and Ishri Parshad, which serve as branches of the Dehli Government school, and contain 220 boys, Rs. 565 were realized, and in the Lahore Government school with 143 boys the fees amounted to Rs. 1,588-10-3.

137. The Principal of the Lahore College has drawn attention to the great disparity in the rates that prevail in the Government and Mission colleges and schools, and there is doubtless some justice in his remarks. I believe myself that a much larger amount might be raised in the Mission school without materially affecting the attendance.

138. The Rawal Pindi and Peshawur Mission schools supplied no candidates for the last Entrance Examination; the former, however, had in December last a small second class of three boys, who acquitted themselves remarkably well in the Departmental Examination, and should all take high places in the next Entrance Examination.

PRIVATE SCHOOLS OF THE MIDDLE CLASS.

139. Last year the English classes attached to Government vernacular schools were, as explained in para. 100, reckoned as aided schools, and shown accordingly, whereas this year their statistics have been incorporated with those of the vernacular schools, of which they really form a part.

* Statistics of elementary English schools attached to Government vernacular schools, incorporated with the statistics of the latter.

140. During the course of the year the Ludhiana school has been transferred to the higher class, and no longer appears in the return of middle class schools, whilst the Mian Mîr cantonment school, on the other hand, has been raised from the lower class. The Dehli Anglo-Sanskrit school, mentioned in para. 67, has been opened, and a grant has been allowed to the Mission school at Gujrat; seven town schools of the Gurgaon District have been placed on the grant-in-aid system.

141. There are now altogether 40 middle class aided schools, which contained at the close of the year 3,631 students; the average number of names on the rolls was 3,389, and the average attendance, 2,709. Excluding four schools* of which statistics did not appear, or were not shown in a separate form for 1867-68, the statistics of middle class aided schools will bear a favorable comparison with those of last year, as will be seen from the following table :

- * 1. Vernacular School, Noh.
2. do., Shahjhanpur.
3. Lahore High School.
4. Lawrence Military Asylum, Marree.

	1867-68.	1868-69.
Pupils on rolls at close of year	3,217	3,473
Average number of pupils on rolls monthly	2,998	3,274
Average daily attendance	1,964	2,570

142. The Sir Henry Lawrence Memorial Asylum has much improved under Mr. Smithwhite, who has succeeded the Reverend Mr. Morewood as Principal. The income is, however, wholly inadequate to meet the expenditure. Since the close of the year a renewed appeal has been made to the public, but it is, to say the least, extremely doubtful whether sufficient monthly subscriptions can be raised to maintain the institution on the grant-in-aid system. The educational staff is quite insufficient for the requirements of the school, but the progress of the children has been satisfactory considering the difficulties to be contended against (*vide* para. 25 of report by Inspector Rawal Pindi Circle).

143. Amongst Anglo-vernacular schools that at Dera Ismail Khan is particularly deserving of mention. Out of 7 candidates for the middle school examination 5 passed, and 3 obtained more than 30 per cent. of the maximum number of marks in every subject. In every other aided school, and in the great majority of Government schools, the result was far less satisfactory. This institution is very well attended, and will no doubt in the course of a few years take rank as a higher class school.

144. The Mission school at Syalkot has not succeeded in attracting many of the students of the late Government school, which was closed at the commencement of the year. This is much to be regretted, but there can be no doubt that the town is not large enough to afford room for two Anglo-vernacular schools to flourish side by side. The majority of the students of the late Peshawar Government school, which was closed about the same time as that at Syalkot, have entered the Peshawar Mission school, which contained, when I last visited that station, the sons of several Mullas and men of good family in the city.

145. The people of the Gurgaon District have until recently for years passed contributed a considerable amount for educational purposes. The first subscriptions were raised when Mr. Jacomb, who succeeded in awakening a lively interest in educational matters, held charge of the district. During 1867-68, Colonel Cripps, who was then Deputy Commissioner, organized a scheme for placing 7 schools of the district on the grant-in-aid system, and expending the savings thus effected on the maintenance of an efficient Deputy Inspector in place of the Chief Muharrir. To each town school an English master was attached, who was already supported on the grant-in-aid system. At the station of Gurgaon there were two English masters and a staff of monitors.

146. Colonel Cripps's successor reported in the early part of 1868-69 that the private subscriptions were not of a really voluntary nature. That this was so in some cases there can be little doubt, but the fact, that in more than one instance the people had spontaneously raised their subscriptions with the view of increasing the salary of the English teacher, seems to prove that in some places at least the money was willingly paid. However this may be, the subscriptions have been entirely discontinued, but the contributions that had been promised from municipal funds are regularly paid.

147. There are now 7 town schools in the district supported on the grant-in-aid system; but an English teacher has been retained at one place only, and that on a reduced salary. The amount available for the maintenance of the vernacular teachers also is much less than was anticipated.

148. The English classes in the Gurgaon District, especially those at the sadr station, were likely to be much more successful than elementary English schools in general. The income was comparatively good, and in the immediate vicinity of Dehli competent teachers can be obtained at much lower salaries than in other parts of the province. As, moreover, it was a part of the scheme to appoint a really efficient Deputy Inspector well acquainted with the English language, the schools would have been carefully superintended. Under these circumstances, we should have had in a short time 7 very fair middle class Anglo-vernacular schools, which, with the zil' school at Rewari, would have formed an educational system unparalleled in any other part of the province. The failure of this scheme shows the futility of trusting to private subscriptions. Even when they are given ungrudgingly in the first instance, the ardour of the people will soon cool if they happen to be placed under a District Officer who is not believed to take a lively interest in the matter.

149. Mr. Perkins, the Deputy Commissioner, proposed to introduce a similar scheme in the Hushyarpur District, which was to come into force at the close of the year under report; but here the local income was to be supplied almost entirely from municipal funds. The recent orders of Government have, however, so

crippled the resources of Municipalities in the Hushyarpur District, that this scheme also has collapsed.

D.—PRIVATE SCHOOLS OF THE LOWER CLASS.

150. A considerable number of the branches of zil' schools having been placed on the aided system, there is a great increase in the attendance at lower class schools, which receive a grant under article V. There were at the close of the year 163 such schools containing 9,069 boys. The average number on the rolls was 8,685, and the average attendance, 7,062; 2,167 boys were learning English; 6,143, Urdu; 505, Nagri and Gurmukhi; 2,634, Landi Mahajani, &c.; 15, Arabic; 2,259, Persian; and 83, Sanskrit.

151. It is worthy of remark that whilst so many boys are learning Landi and Mahajani, with which the children of traders must necessarily be acquainted, only 505 are studying Gurmukhi or Hindi in the Nagri character.

152. The Municipalities, especially in the Lahore Circle, have for the most part responded liberally to the appeal that was made for funds to place the branches of zil' schools on the grant-in-aid system. In some cases, however, very little, if any, assistance has been obtained.

153. Whilst Amritsar contributes Rs. 191 per mensem towards the boys' schools in that city, the Municipality of Lahore were induced with the greatest difficulty to pay up, since the close of the year, the sum of Rs. 500, which they had undertaken to subscribe towards the lower class schools for the year 1868-69. As the Supreme Government has determined that a portion of the cost of education must be paid from local sources, it is to be feared that unless the Municipality of Lahore should display a more liberal spirit, or funds should be forthcoming from some other source, there will be no possibility of maintaining a Government school at that station.*

154. The statistics of indigenous schools, and of purely vernacular schools, receiving grants under article XIV, are shown in one statement. Eighty-three schools have been inspected, and have received aid during the year. Amongst these are the purely vernacular schools at Dehli and Lahore, which form the lower departments of the Government schools at those stations, and the Mufid-i-am which have been established by the Revd. Mr. Smith at Dehli. The Mufid-i-am are attended principally by Chamars, but Brahmans and other children of the higher castes are interspersed. They are doing very good work, as will be seen from the Inspector's report.

* I believe, however, that when this question is brought prominently to the notice of the native gentlemen of Lahore, they will take some action in the matter, as I ascertained last year that it would be a very unpopular measure to close the Government school. If the native community had appeared inclined to acquiesce in such a measure, I should have proposed to carry out, in concert with the Lahore Mission, the principles explained in para. 129 of my report for 1867-68, and approved of by the Honorable the Lieutenant Governor.

155. There is great room for improvement in the branches of the lower class attached to both Government and Mission schools. In many of the former all progress has been checked by the want of funds, and it has until recently been a matter of great difficulty to prevent them from collapsing altogether. Under the new system they will be gradually brought into good order. Branches of Mission schools are too often little better than indigenous schools where a little English is added to the ordinary instruction in Persian. They serve, however, as feeders to the main schools. They can be gradually brought under the operation of more stringent rules that will insure the employment of none but competent teachers, and the observance of a proper system of instruction.

156. A school for artizans has been opened at Rewari, which contained at the close of the year 48* boys, who learn Hindi in the Nagri character, and receive instruction in the making and engraving of pots, pans, pipestands, &c. The experiment is of some interest, as it is, in my opinion, by providing industrial training that we are likely to succeed in inducing the children of artizans to avail themselves of such education as we may offer them.

157. The Fattchgarh school and the school of Khalifa Ibrahim at Jalandhar are making satisfactory progress. The former is equal to a Government town school. These and a vernacular school at Ludhiana are, I believe, the only *bona fide* indigenous schools in the Punjab where any attempt is made at imparting instruction in general knowledge through the medium of the vernacular.

158. Very few teachers of indigenous schools desire to avail themselves of Government assistance, as they are unwilling to introduce the study of Mathematics, History, or Geography.

159. An account of the Moravian Mission school at Kylang will be found in para. 115 of Mr. Alexander's report. Great credit is due to the Revd. A. W. Heydo for the remarkable progress that has been made under his active management.

160. According to the statistics supplied by District Officers, which are, however, by no means reliable, there were 5,139 schools, not under Government inspection. They contained 55,829 boys, of whom not less than 32,087 were Muhammadans: 33 boys were learning English, 864 Urdu, 3,197 Hindi (Nagri), 4,921 Landi Mahajani, &c., 30,125 Arabic, 13,545 Persian, and 3,277 Sanskrit. If any weight at all can be attached to these figures, they show that the great majority of students in indigenous schools receive instruction in Arabic only, i. e., learn the *Quran* by rote. Last year 1,495 boys were returned as learning Urdu, and 9,074 as studying Persian. It is improbable that there has been any real diminution of the number of boys reading Urdu. A knowledge of Urdu is, however, usually acquired in indigenous schools by learning Persian, and the vernacular is not at all cultivated as an independent branch of study. In every town where there are many

Hindus, large number of boys attend *patshalas* where they learn the *pahara* (multiplication table to 16×16 and from $\frac{3}{4} \times \frac{3}{4}$ to $2\frac{1}{2}$), and it is evident that many such boys have been omitted from the table.

E.—PRIVATE FEMALE SCHOOLS.

161. There were at the close of the year 516 aided female schools, containing 13,010 pupils, of whom 7,834 were Hindus, 4,559 Muhammadans, and 616 Sikhs, Christians, and others: 190 were learning English, 3,230 Urdu, 6,636 Hindi (Nagri), 1,556 Landi Mahajani, &c., 1,435 Arabic, 609 Persian, and 84 Sanskrit. At the commencement of the year there were 507 schools with 9,838 pupils, exclusive of the girls (now 2,222 in number) attending Bedi Khem Singh's schools, of which the returns had not been received.

162. It was mentioned in the last report that the number of primary female schools in the city of Lahore had been reduced to 7, and that a lady superintendent had been placed in charge of these and of the female normal school. Miss Fuller, who first held this appointment, was compelled by ill health to return to England, and since that time her sister, Miss E. Fuller, has been officiating.

163. There are now 8 schools with 209 girls. They may become useful schools in time, but the instruction at present given is of a very elementary character. The best school is that of which Nawab Nawazish Ali Khan is the patron. It is to be hoped that the system of paying the girls who attend these schools may soon be discontinued, as the principle is certainly objectionable. It would still be advisable to allow a small amount for scholarships, as will be done in each primary school at Amritsar. In the four Musalman schools female teachers are employed, in others, men.

164. There were at the close of the year 113 primary schools in the city of Amritsar, containing 2,603 girls. Since the close of the year all these schools, with the exception of a few that had been already reduced, were examined by Mrs. Rodgers, who has been appointed lady superintendent. Some girls had learnt to read and write, but the majority of the schools were in a very unsatisfactory state. They could hardly be otherwise, considering that the teachers were necessarily inferior men, and that no amount of zeal on the part of a Committee can compensate for the want of proper supervision by persons who have made school-organization their special study. The schools have now been reduced to 40: 30 for Hindus and 10 for Muhammadans; they have been placed under the superintendence of Mrs. Rodgers, and will be gradually supplied with female teachers trained in the normal school. These will be selected, as far as possible, from amongst the relatives of the present teachers.

165. I think that great credit is due to the Native Committee for the interest they have manifested in female education from the first, and the alacrity they have shown in carrying out the reforms. Many of the members have contributed money during the year for the purpose of giving prizes and sweetmeats to the pupils under instruction.

Exertions of the Municipal Committee of Amritsar in the cause of female education.

166. The Committee report that though no girls could be induced, when the schools were first opened, to continue their attendance after marriage, the parents of a considerable number have been recently persuaded to allow them still to remain at school.

Attendance of the girls at school after marriage.

167. It will be observed that the reduction of schools in Amritsar has been of a less sweeping character than that at Lahore. It seemed to me more advisable to maintain a considerable number, as people will not consent to send their girls to a school that is not close to their own doors.

The number of female schools now maintained at Amritsar.

168. The change, moreover, will be less injurious to existing interests, and the numerous schools still in existence will afford employment to a considerable number of the women who may be trained in the normal school.

Advantage of keeping up a large number of schools.

169. Amongst Mission schools those at Sabathu, Rawal Pindi, and Peshawar are worthy of special mention. The Inspectors of the Ambala and Rawal Pindi Circles were permitted to visit the two former. The condition of the latter has been described by the Revd. Mr. Ridley, the Manager, and by Mrs. Ridley, and the school has been visited by a lady unconnected with the Mission, who was much pleased with the performance of the children, the lively interest they showed in their work, and the strikingly neat appearance they presented.

Mission female schools at Sabathu, Rawal Pindi, and Peshawar.

SECTION VI.

INSTITUTIONS FOR SPECIAL AND PROFESSIONAL EDUCATION.

A.—GOVERNMENT NORMAL SCHOOLS.

170. There are five normal schools, at Dehli, Lahore, Rawal Pindi, Peshawar, and Dera Ismail Khan; and three branches, at Jaghadari in the Ambala District, at Hushyarpur, and at Multan. There were at the close of the year, 255 students, of whom 86 were Hindus, and 153 Muhammadans.

Number of normal schools and the number of pupils attending them.

171. The cost of the Lahore normal school has been considerably reduced, and the Rawal Pindi normal school has been improved by the appointment of a superior head master on Rs. 150 per mensem.

172. It was pointed out in my last report that all normal schools were attended by a very inferior class of men, and that the best pupils of vernacular schools seldom showed any desire to enter them. The students first pass through an elementary course which should have been mastered in a primary school, and then enter on the studies prescribed for the normal school proper. There is of course no time for professional training, and many never get beyond the elementary course.

173. This great defect is owing to two causes; first, the low salaries of teachers of vernacular schools and the absence of any prospect of advancement; and, secondly, the insufficiency of the stipends allowed to pupils at the normal schools. As already mentioned, measures are in progress for raising the salaries of teachers in primary schools, and I hope that secondary schools also may be similarly improved. It will, however, be absolutely essential to increase the stipends of students at the normal schools if we wish to attract a superior class of men, and this I hope to see accomplished before the submission of my next report.

174. The following table shows the number of students who had gained certificates during the year :-

					No. of Normal Students who have gained Certificates.				
					1st grade.	2nd grade.	3rd grade.	4th grade.	Total.
Ambala Circle	...	...	...	...	2	9	4	15
Lahore Circle	...	...	...	...	2	14	23	39
Rawal Pindi Circle	...	...	...	...	...	2	2	4
Frontier Circle	...	...	...	...	...	1	1	2
Total					4	26	30	60	

175. The fact that no certificates of the first grade, and only four of the second, have been obtained, is significant. We have very good teachers in the normal schools, and, considering the inferiority of the taught, the results are much better than could be expected. A very small proportion of those who were examined failed altogether to obtain certificates.

B.—PRIVATE NORMAL SCHOOLS.

176. There were 5 aided normal schools at the close of the year, of which 4 are female schools.

Five aided normal schools ;
1 male and 4 female.

177. The female normal schools at Lahore and Amritsar are supported mainly by Government, but each receives a supplementary grant from the municipalities of those towns. The former was during the greater part of the year under the charge of Miss Fuller, who was compelled by ill health to return to England. This lady is a great loss to the institution. Since her departure Miss E. Fuller has officiated as lady superintendent. The progress of the Persian department has been much retarded by quarrels amongst the teachers. The state of the Hindi department is far more satisfactory, owing mainly to the interest shown in it by Babu Nobin Chandra and Lala Bihari Lal, who have themselves given regular instruction to some of the women. In the Persian departments the teachers are women, in the Hindi and Gurmukhi departments Pandits are still employed.

178. Since the close of the year, the Amritsar normal school has been reorganized under Mrs. Rodgers, the lady superintendent, and the former students, who were all men, have been dismissed. It is now attended by 40 female students.

179. An account of the new female normal school at Syalkot, which was opened about the close of the year, but does not appear in the returns, will be found in the report of the Inspector of the Rawal Pindi Circle.

180. I beg to bring to the special notice of Government the exertions of the Anjuman at Kangra, who have set on foot a female normal school at that station.

181. The female normal school at Dehli, under the S. P. G. Mission, and the normal school of the Christian Vernacular Education Society at Amritsar, continue to make satisfactory progress.

SECTION VII.

SCHOLARSHIPS.

182. The following table shows the Government scholarships that have been awarded to students of the Dehli and Lahore Government Colleges and the Lahore Mission College :—

Scholarships awarded to college students.

Names of scholars.	College at which gained.	Class.	Monthly value of scholarship.
<i>Senior scholarships.</i>			
1 Hukm Chand	Dehli Government College	3rd year ..	32
2 Ram Kishn	Ditto ditto	Do. ...	26
3 Jai Kishn	Lahore Government College	Do. ...	28
<i>Junior scholarships.</i>			
1 Babu Mal	Dehli Government College	1st year ...	13
2 Baij Nath	Ditto ditto	Do. ...	13
3 Shagan Chand	Ditto ditto	Do. ...	11
4 Hukm Chand	Ditto ditto	Do. ...	10
5 Jagdis Rai	Ditto ditto	Do. ...	6
6 Sheo Dyal	Lahore Mission College	Do. ...	15
7 Ram Dyal	Lahore Government College	Do. ...	12
8 Ghulam Hasan	Ditto ditto	Do. ...	10
Total Rs.			176

183. There are now no Government scholarships except those held by college students. Such scholarships as are awarded to students of zil' schools are paid from the school fund, which consists of fees levied in former years, and is now nearly exhausted. Scholarships tenable in zil' schools will in future be charged either to school fees or to local funds, where local funds are available. In the Lahore and Ambala Circles, scholarships are now generally given only to students who have passed the middle school examination or shown special aptitude in extra branches of study in the middle school. The same principle will be extended to other circles. Formerly a few scholarships, ranging from Rs. 5 in the upper classes to 8 annas in the lower, were given in all schools and paid by Government.

184. Only Rs. 27-5-4 were expended from municipal funds on scholarships in Government institutions. Provision was made for an expenditure of Rs. 50 per mensem on scholarships tenable at the Dehli College by students of the Rewari School. This school, however, did not send any students to Dehli during the year under report. Rupees 140-10-8 were expended from municipal funds on scholarships in aided schools.

185. The scholarships noted below were given by private individuals during the year under report:

The Bathoe scholarship, of Rs. 35 per mensem, by the widow of the late Mr. Charles Gubbins Bathoe.

Two scholarships of Rs. 10 per mensem each, by Lala Wazir Singh, tenable in the Dehli School.

3. Subscription of Rs. 800 collected by Muhammad Hyat Khan, who himself also contributed, for scholarships in Lahore College and School.

4. Scholarship of Rs. 19 per mensem tenable in Lahore College.

5. His Highness Maharaja Dalip Singh, Rs. 500 per annum, for scholarships to students of Amritsar School.

6. Subscription of Rs. 300 for scholarships to students of Bhawanil Zil' School.

SECTION VIII.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

186. In the appendix will be found statements showing—(1), the position and salary of students who left college during 1868-69, having matriculated in previous years, and of those also who matriculated in December 1868; (2), the number of students of zil' schools who have obtained employment during the year in the Educational, Civil, and other Departments, and their average salaries; and (3), the same particulars regarding students of vernacular schools.

Appointments obtained by students of Govt. colleges, zil' and vernacular schools.

187. Twelve students have left college during the year. Of these 9 have obtained appointments principally in Government or Mission schools ranging in value from Rs. 35 to Rs. 180 per mensem. One has obtained a scholarship of Rs. 50 per mensem in the 1st English department of the Thomason College at Rurki, one is reading for the pleadership examination, and one is dead.

Appointments obtained by college students.

188. Of the 36 students who matriculated in December last, 32 were attending college at the close of the year, two have obtained appointments of the value of Rs. 40 and Rs. 25, respectively, one has obtained a scholarship at Rurki, and the position of one is unknown. It is very satisfactory to find that such a large proportion of students are still prosecuting their studies.

Of the 36 students who matriculated in December 1868, 32 are attending college.

189. Of students of zil' schools who have not passed the Entrance Examination, 85 have obtained employment; 28 in the Educational Department, 10 in the Civil Department, and 47 in other capacities. Their salaries average Rs. 18-1-9 per mensem.

From zil' schools 85 students have obtained employment.

190. From vernacular schools 273 students obtained employment; 72 in the Educational Department, 101 in the Civil Department, and 100 in other capacities. Their average salary is Rs. 8-0-10 per mensem. This shows a considerable falling off since last year, when 521 obtained appointments, 290 of which were in the Civil Department. Until, however, a knowledge of Mathematics, History, and Geography counts for something in the selection of candidates for employment under Government, the students of vernacular schools will not obtain the advantages to which their education should justly entitle them.

From vernacular schools 273 students obtained employment.

SECTION IX.

THE ENGLISH LANGUAGE IN INDIAN EDUCATION.

191. There is a considerable diminution in the number of students learning English at the close of the year. From the annexed comparative statement it would appear that the decrease has taken place in Government schools of the lower class.

Apparent decrease in the number of boys learning English.

and in aided schools of the middle class ; in the latter, however, there is no real falling off. I have explained elsewhere* that the statistics of elementary English classes have this year been

* *Vide* paras. 6 and 139.

incorporated with those of Government vernacular schools of the middle and lower class, whereas these classes were formerly returned as middle class aided

† Town schools ... 1,125
Village „ ... 542
1,667

schools. Such classes contained at the close of 1867-68, 2,074 pupils, they now contain 1,667.† This falling off, which is due mainly to the failure of funds in the Gurgaon District,‡ would be more than counterbalanced by

‡ *Vide* para. 147.

the increase elsewhere, but for the introduction of the new system under which a boy is required to pass through the lower school before he is permitted to commence the study of English in a Government school. This has caused a diminution of more than 2,000 in the number of boys learning English in Government zil' schools and their branches.

STUDENTS OF ENGLISH AT	AT THE CLOSE OF					
	1863-64.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.
Government Colleges ...	7	31	36	31	35	61
„ Schools, Higher Class ...	...	...	...	...	885	922
„ „ Middle Class ...	4,398	5,665	6,022	6,070	2,036	2,221
„ „ Lower Class ...	...	...	...	...	1,530	542
„ Female Schools ...	53	162	188	110	49	153
„ Normal Schools ...	...	39	79	108	136	39
„ Jail Schools ...	31	154	1	...	38	29
Aided Colleges ...	...	16	15	10	9	17
„ Schools, Higher Class ...	2,538	3,355	4,277	3,236	1,209	1,751
„ „ Middle Class ...	...	1,745	2,454	3,022	1,124	2,090
„ „ Lower Class ...	1,332	...	...	...	1,802	2,167
„ Female Schools ...	...	102	109	117	185	190
„ Normal Schools ...	...	...	...	6	4	43
Indigenous Schools ...	...	...	...	...	...	303
Total ...	8,359	11,269	13,181	12,710	12,012	10,528

192. This falling off is of course apparent, and not real, since every boy commences the study of English when he enters the middle school. There can be no question that if a language is to be learnt from books, a boy will enter on its study with much greater advantage when he is able to read and write his own vernacular. Another point must not be lost sight of, namely, that under the old system every beginner was necessarily taught by men of inferior education, whose knowledge of English was of the most imperfect kind, and this is still the case to a very great extent in Mission schools.

193. The multiplicity of subjects taught to beginners was formerly a common subject of complaint, and the new system is approved by all intelligent natives with whom I have conversed on the subject ; it was introduced without difficulty at Delhi, and is popular in some places ; in others, however, it is very much the reverse, and

The new system has not been introduced generally.

notably so at Lahore, where it can only be introduced with caution. Doctor Leitner, the masters of the schools, and many native gentlemen, whilst approving of the system in itself, assured me that its sudden introduction would be fatal to our schools, and that we should get no boys to attend when instruction was confined to the vernacular and to elementary Persian.

194. The dislike to the new system that prevails amongst the people of Lahore is remarkable. It is due to a mistaken notion Dislike of the people of Lahore to the new system. no doubt, as the boys and their parents are unable to appreciate the advantage of somewhat delaying the study of English in order that it may be prosecuted with more vigour hereafter, and apparently consider the measure under discussion a reactionary movement intended to check the study of English.

195. In Dehli this measure is better appreciated, and it consequently met with no opposition. There also the desire for English education is equally strong, and grows year by year. Appreciation of the new system at Dehli. Some time ago when this feeling was much less manifest than it is at present, I established a model school at Dehli. I selected the most intelligent boys, and did all in my power to render the school attractive by the award of scholarships and other measures. It was designed to afford a first-rate vernacular and Persian education, and had the scheme proved successful, Arabic also would have been taught. To induce the boys to remain, I was obliged almost from the first to make arrangements for teaching English, but funds did not admit of affording immediately the same amount of instruction in that language as could be obtained in the zil' school, and it was consequently found necessary in a very short time to abandon the whole scheme.

196. No doubt boys might be found at Dehli, Lahore, and elsewhere who would gladly avail themselves of any opportunity that might be offered of receiving a *purely* Arabic or a *purely* Sanskrit education. The attendance at the schools established by Dr. Leitner in connection with the "Oriental University" confirms this view.* I have, however, invariably found, during many years' experience, that where there is no desire for English,† there is a strong repugnance to the acquisition of European knowledge through the medium of the vernacular. Prejudice against English language, and the acquisition of European knowledge through the vernacular.

* These schools were closed during 1867-68.

† In some parts of the frontier there is no doubt still a prejudice against English.

197. It is satisfactory to find that the study of both Arabic and Sanskrit is popular amongst Anglo-vernacular students. At Dehli especially the desire that has lately been manifested amongst the Hindu students to learn Sanskrit has quite surprised me. There can be no doubt that these two languages will exercise a great influence over the future history of the Hindustani tongue, which must be largely enriched before it can become capable of giving expression to the various requirements of modern civilization and science. Popularity of Arabic and Sanskrit.

198. It has long appeared to me that in order to call into existence a class of men capable of giving birth to a vernacular literature, we must encourage the students of our higher schools and colleges to acquire a thorough knowledge of English, of Arabic or Sanskrit, and of at least some one branch of modern learning, and the fact that our Anglo-vernacular students evince such a strong inclination to add a knowledge of the Oriental classics to their other attainments, appears from this point of view a most hopeful sign.

199. The University College, and hereafter the Panjab University, will be so constituted as to afford every possible encouragement to the study of Oriental classics and the improvement of the vernacular, and instruction will be conveyed as far as possible through the medium of the latter. It is, however, expressly laid down by the Supreme Government that "nothing should be taught which would interfere with instruction in sound principles of mental and physical science;" that the teaching is to be "free from the patent errors that prevail in ancient and even in modern vernacular literary and scientific works;" and that such control and supervision shall be exercised as will "secure to the students all the advantages of teaching offered by Indian Universities." The principles here enunciated, in which the Local Government fully concurs, will necessarily prevent the possibility of affording any encouragement to a *purely* Arabic or a *purely* Sanskrit education.

200. This being the case, I believe that Dehli and Lahore, and all large stations where English schools are established, will supply none but Anglo-vernacular students to the University College, or the Panjab University. Indeed no other education exists in these cities which is in any way consistent with the principles laid down by the Supreme Government.

201. English schools, at all worthy of the name, are to be found, however, in large stations only; and the attempt to extend English education to towns of secondary importance has hitherto proved a failure; nor is such a measure likely to succeed, at least for some years. Our town schools, therefore, should supply a large number of vernacular students to the University College, and that institution may be of incalculable advantage, by affording the most able of such students, an opportunity of gaining distinction and of obtaining a fair start in life. At present, as has been already stated, there is an almost total absence of all incentive to exertion amongst the pupils of vernacular schools. Whether the students of vernacular schools who may be sent to Lahore will be content to study the Oriental classics and modern science without acquiring also a knowledge of the English language, yet remains to be proved.

202. The study of English is sure to extend, and I would afford it every legitimate encouragement. I believe, however, that all attempts to teach a mere smattering of that language

are positively injurious to the cause of education, and I think also that English should be taught as a language only, that it should not be made the medium of instruction except in the very highest branches, and that it should never be cultivated at the expense of the vernacular. The result of the opposite system formerly adopted, has been, that of all the men who have received an English education in Government schools and colleges, there are extremely few who are capable of writing a good translation of an English work, or of clothing the knowledge they have acquired in a Hindustani dress. This was particularly the case in the English department of the old Dehli College and in similar institutions, whose students have exercised no perceptible influence over the minds of the people at large. Their education has been so one-sided that they have comparatively little in common with their own countrymen, and no command over their mother tongue.

SECTION X.

BOOK DEPARTMENT.

203. During the year 75,843 books have been brought on stock at a cost of Rs. 25,078. Of these 12,398 were English books valued at Rs. 9,308, and 63,445 vernacular books valued at Rs. 15,770. The annual supply of English books reached Lahore after the close of the year, which accounts for the comparatively small number received in the depôt.

204. Books supplied to district depôts and head masters for sale numbered 1,10,428, and their cost was Rs. 37,230.

205. Rupees 18,039 were paid into the Lahore treasury during the year on account of the sale proceeds of books supplied during the last and previous years.

206. The *bond fide* sales during the year have comprized 74,324 books, valued at Rs. 23,550. Last year 76,830 books, valued at Rs. 23,222, were sold.

207. Books, maps, &c., to the value of Rs. 1,178 have been distributed gratis by Deputy Commissioners for use in vernacular schools, and 26,993 books valued at Rs. 6,333 were given away in prizes; 392 books worth Rs. 134 were sent to jails for the use of prisoners; 548 books valued at Rs. 1,198 have been supplied to the libraries of colleges and zil' schools.

* A further sum of Rs. 10,366, that would otherwise have been paid into the treasury, was advanced for books that had arrived at Calcutta, but had not yet reached Lahore.

208. During the year 53,335 vernacular books of the value of Rs. 9,523 were lithographed. Amongst these were two new books, the "Urdu-ki-pahli Kitab" in 3 parts, and the "Urdu-ki-dusri Kitab."

Books lithographed at the Government Press.

209. 572 Books, or 299 more than in the preceding year, were registered under Act XXV of 1867. This increase is due to some extent to the more strict enforcement of the Act. The languages or dialects, and the characters in which these works were printed, and also the numbers printed at different stations, are noted below. The great majority were reprints.

Books registered under Act XXV of 1867.

LANGUAGES IN WHICH THE BOOKS WERE PRINTED.

English 37; Arabic 37; Sanskrit 18; Persian 95; Urdu 245; Urdu in Roman character 1; Hindi 33; Gurmukhi 40; Pashtu 1; Hindi and Urdu 16; Panjabi in Persian character 22; Panjabi in Arabic character 9; Persian and Urdu 5; Arabic and Panjabi 2; Hindi, Urdu, Arabic and Persian 2; Arabic, Persian, Urdu, and Panjabi 4; Arabic and Urdu 3; English and Urdu 1; Urdu, Hindi, and Gurmukhi 1.

NUMBER OF BOOKS PRINTED AT EACH STATION.

Lahore 354; Ludhiana 44; Dehli 144; Amritsar 6; Gujranwala 8; Gurgaon 10; Ferozepur 2; Rawal Pindi 2; Peshawar 1; Hushyarpur 1.

210. A system of ready money payments has been introduced, and Deputy Commissioners and Head Masters are now obliged to pay in advance for all books not in the scheme of studies. This will prevent in future the accumulation of a large number of unsaleable books, such as has taken place in past years. The system of cash payments and other causes have tended to check the sale of books during the past year, and it is therefore satisfactory to find that there has been no falling off in the value of books supplied to Head Masters and district depôts or in the *bond fide* sales.

Ready money payment demanded for books supplied from the Depôt.

211. The operations of the Book Department have been seriously crippled by the press of office work. No additional establishment has been allowed for the registration of books which the Curator has been required by Government to undertake. It was ruled that because no extra expense was caused in the North Western Provinces by the introduction of the Registration Act, therefore no extra expense should be incurred in the Panjab.* I trust that this decision may be reconsidered, since it is impossible that the existing establishments can be thoroughly efficient whilst saddled with this extra duty. A separate application on this subject will be submitted.

Inadequacy of the office establishment of the Book Depôt.

* Assuming that the duties performed in each province are precisely the same, the reason above assigned would no doubt be valid if the establishments also were on the same footings, but this is not the case.

212. Great efforts were made to convert the "Sarkari Akhbar" into a really good vernacular newspaper, and my special thanks are due to Messrs. Pearson, Willmot, and Cooke, and to Doctor Leitner, for their valuable contributions. The paper was published once a week, and the subscription was reduced to Rs. 2 per annum. In accordance with the orders of the Supreme Government, it will now be converted into an Educational Journal.

213. Lala Piyare Lal has been employed during a portion of the year in preparing, with the aid of a qualified assistant,* an adaptation, in the Urdu language, of the "Student's Hume." For several months he was employed in the High Court, and thus the work was for some time interrupted. He has also edited the "Sarkari Akhbar."

214. Mr. Pearson, the Inspector of the Rawal Pindi Circle, is engaged in the preparation of a "School History of India;" Maulavi Ziya-ud-din, Assistant Professor of the Dehli College, is translating "Lessons on Reasoning." At the close of the year a Persian and Urdu Vocabulary of all the words occurring in the "Galistan" was in course of preparation. Similar vocabularies of all Persian, Arabic, Sanskrit, and English text books, in use in our schools and colleges, will be prepared, and most of these works will be translated.

215. During the year two new books, the "Urdu-ki-pahli Kitab" and the "Urdu-ki-dusri Kitab," have been brought out; and the "Zubdat-ul-Hisab," a "School Arithmetic," has been thoroughly revised, and is now in the press.

216. Rewards aggregating Rs. 3,640 in value were offered for translations and original works on certain specified subjects. As none of the books submitted were examined until after the close of the year, the result of this experiment should be recorded more properly in my next report. I may observe, however, that it is such as to confirm my belief, that at the present time the only method by which it is possible to secure the preparation of really useful vernacular books, is to entrust their compilation under proper supervision to those whose attainments show them to be best fitted for such a duty. Considering how extremely rare is the combination of ability to write the vernacular with elegance and a competent, or I may say, a very moderate, knowledge of any branch of modern learning, it is not surprising that the plan of offering rewards should be found to fail.

217. Considerable improvement has been effected in the lithographic press. The style of lithography in the old "Tashil-ul-Talim" really admits of no comparison with that of the "Urdu-ki-pahli Kitab." The system of showing the diacritical marks, adopted by Forbes and other Orientalists for vernacular works printed in England, has been introduced, and stops are now given in all books. Every effort will be

made to carry out further improvements, and I anticipate that books lithographed in the Government Press may soon bear comparison, for neatness and accuracy, with any that have been printed in the Arabic type in England.

CONCLUDING OBSERVATIONS.

218. The annual reports for 1868-69 on the three Military Institutions connected with this department, for which provision is made in the Military Budget, will be printed as usual; that on the Lawrence Military Asylum at Sanawar in a separate pamphlet, and those on the Bengal Military Normal School at Kassauli for Army School Mistresses, and the Roman Catholic Institution for Girls at Simla, in the appendix to this report. Reports on the Lawrence Military Asylum and the Bengal Normal School have been already submitted, and that on the Girls' School at Simla will follow as soon as it is received in my office.

219. The Civil Officers of this province have afforded their hearty co-operation to the Officers of the Educational Department, and have used their best endeavours to promote the success of the institutions under their care. I have the pleasure to bring to the notice of Government, the names of the following gentlemen, who have specially exerted themselves : -

Major Parsons, Deputy Commissioner, Karnal.
 C. P. Elliott, Esquire, Deputy Commissioner, Ludhiana.
 J. H. Oliver, Esquire, do. do., Sirsa.
 D. C. McNabb, Esquire, do. do., Simla.
 D. Fitzpatrick, Esquire, do. do., Amritsar.
 E. O'Brien, Esquire, Assistant Commissioner, Kasur.
 H. W. Steele, Esquire, do. do., Ludhiana.
 A. W. Stogdon, Esquire, do. do., Ambala.
 W. E. Purser, Esquire, do. do., Hissar.
 T. Roberts, Esquire, do. do., Simla.
 T. D. Forsyth, Esquire, c. b., Commissioner, Jalandhar Division.
 H. E. Perkins, Esq., Deputy Commissioner, Hushyarpur.
 Major E. Paske, do. do., Kangra.
 Major W. G. Davies, do. do., Gurdaspur.
 G. Knox, Esquire, do. do., Ferozepur.
 Lieutenant-Colonel Cripps, Commissioner, Multan.
 M. Macauliffe, Esquire, Assistant Commissioner, Multan.
 Lieutenant-Colonel T. W. Mercer, Deputy Commissioner, Sylkhot.
 Major F. J. Milhar, Officiating Deputy Commissioner, Sylkhot.
 Major J. B. Smyly, Deputy Commissioner, Gujarat.
 Major R. J. D. Ferris, do. do., Jhang.
 Captain J. W. H. Johnstone, Deputy Commissioner, Shahpur.
 F. E. Moore, Esquire, Assistant Commissioner, Pind Dadan Khan.
 E. H. Harrison, Esquire, do. do., Rawat Pindi.
 Doctor G. Henderson, Superintendent of Central Jail, Lahore.
 R. S. Bateson, Esquire, Civil Surgeon in charge of Ambala Jail.
 Lieutenant-Colonel R. Young, Offg. Commissioner, Amritsar Division.

220. I annex a list of native gentlemen, official and non-official, who are specially recommended to notice for their services to education during the year under review.

Native gentlemen who have exerted themselves in the cause of education.

Numb	NAME.	Rank or Designation.	District.	Tahsil or Village.
AMBALA CIRCLE.				
1	Babu Piar Mohan	Head Clerk Office of Deputy Commissioner	Sirsa	Sirsa.
2	Lala Fateh Chand	Sahukar	ditto	ditto.
3	Syad Kasim 'Ali	...	Dehli	Faridabad.
4	Syad Barkat 'Ali	Tahsildar	Ambala	Jagadhri.
5	Ojagar Mal	ditto	ditto	Rupar.
6	Radha Kishu	Sub-Assistant Surgeon	ditto	ditto.
7	Ghulam Nabi	...	Rohatak	Sampla.
8	Hukm Chand	...	Sirsa	Sirsa.
9	Mansukh Das	...	ditto	ditto.
10	Baldeo Singh	...	Ambala	Jagadhri.
11	Fateh Singh	...	ditto	ditto.
12	Lala Sanjhi Mal	Tahsildar	Karnal	Karnal.
13	Lala Joti Parshad	Member Local Committee Public Instruction	ditto	ditto.
14	Har Chand	Sahukar	Sirsa	Fazilka.
15	Jai Dyal Singh	Tahsildar	Hissar	Hissar.
15a	Rami Mal	Resident	Dehli	...
15b	Wazir Singh	ditto	ditto	...
15c	Lehri Parshad	ditto	ditto	...
LAHORE CIRCLE.				
16	Babu Mohan Lal	Member of Local Committee	Amritsar	Amritsar.
17	Muhammad Jan	ditto	ditto	ditto.
18	Khan Muhammad Shah	ditto	ditto	ditto.
19	Abdul Athim	Tahsildar	ditto	Batala.
20	Faqir Syad Naul alar-ul-din	Naib Tahsildar	Jalandhar	Phillaur.
21	Oldi Ram	Tahsildar	ditto	Nakaudar.
22	Pana Khan	Lambardar	ditto	Adampur.
23	Bishu Singh	Resident	ditto	Pindori Najran.
24	Jam'iyat Singh	ditto	ditto	Mokandpur.
25	Panjab Singh	Lambardar	ditto	Phaila.
26	Opar Das	Member Local Committee	ditto	Kartarpur.
27	Ram Chand	ditto	ditto	ditto.
28	Chart Ram	ditto	ditto	ditto.
29	Lal Das	ditto	ditto	ditto.
30	Ram Dita Mal	ditto	ditto	ditto.
31	Mahan Singh	ditto	ditto	ditto.
32	Ghulam Nabi	ditto	ditto	Phillaur.
33	Basar Khan	ditto	ditto	ditto.
34	Karim Bakhsh	ditto	ditto	ditto.
35	Gonda Mal	ditto	ditto	ditto.
36	Tulsi Ram	ditto	ditto	Apara.
37	Ruta Chand	ditto	ditto	Bilga.
38	Dal Singh	ditto	ditto	Banga.
39	Warian Singh	ditto	Amritsar	Mukand Chak.
40	Mola Mal	Registrar	Hushyarpur	Haryana.
41	Sultan 'Ali	Lambardar	ditto	ditto.
42	Sardar Hira Singh	Rais	ditto	Poor.
43	Jai Karn	Chaudri	ditto	Ditarpur.
44	Ahmad Shah	Tahsildar	ditto	Hushyarpur.
45	Sajig Ram	ditto	ditto	ditto.
46	Hukm Singh	Lambardar	ditto	Manak.
47	Jaimal Singh	ditto	ditto	ditto.
48	Jamil 'Ali	Tahsildar	Gurdaspur	Gurdaspur.
49	Pohlo Mal	ditto	Kangra	Kangra.
50	Kahan Chand	ditto	ditto	Kulu.
51	Pira	Lambardar	ditto	Nadai.
52	Nagar Mal	Member Local Committee	Ferozepur	Ferozepur.
53	Muhammad Hayat Khan	Extra Assistant Commissioner	Lahore	Lahore.
RAWAL PINDI CIRCLE.				
53a	Bakhtawar Lal	Tahsildar	Rawal Pindi	Rawal Pindi.
54	Talib 'Ali	ditto	ditto	Kahuta.
55	Hushnak Rai	ditto	ditto	Gujar Khan.
56	Shih Dyal	ditto	ditto	Attak.
57	Suraj Kaul	ditto	ditto	Fateh Jang.
58	Gulab Rai	ditto	ditto	Pindi Gheb.
59	Jagat Narain	ditto	Jhelam	Jhelam.
60	Amrik Singh	ditto	ditto	Pind Dadan Khan.
61	Irshad 'Ali	ditto	ditto	Chakowal.
62	Bishu Singh	ditto	ditto	Talagang.
63	Hakim Rai	ditto	Shahpur	Shahpur.
64	Ram Sahai	ditto	ditto	Khushab.
65	Durga Parshad	ditto	ditto	Bherra.
66	Bansi Dhar	ditto	Gujarat	Gujarat.

Number.	NAME.	Rank or Designation.	District.	Tahsil or Village.
RAWAL PINDI CIRCLE - continued.				
67	Ajab Singh	Naib Tahsildar	Gujarat	Gujarat
68	Abdulk Khan	Tahsildar	ditto	Kharayan.
69	Beli Ram	Naib Tahsildar	ditto	ditto
70	Mehdi Khan	Tahsildar	ditto	Phalyan.
71	Akbar Khan	Naib Tahsildar	ditto	ditto.
72	Hargulal	Tahsildar	Syalkot	Syalkot.
73	Taj-ul-din	ditto	ditto	Pasrur.
74	Suraj Karn	ditto	ditto	Raiya.
75	Lachhmi Sahai	ditto	ditto	Zaffarwal.
76	Muhammad Ithaj Ali	Naib Tahsildar	ditto	Daska.
77	Murad Ali	ditto	Gujranwala	Gujranwala.
78	Gauri Shankar	Tahsildar	ditto	Wazirabad.
79	Arjunand Khan	ditto	ditto	Halizabad.
80	Rahim-ul-din	ditto	Jhang	Jhang.
81	Fazl Husein	ditto	ditto	Chinyot.
82	Thakar Das	ditto	ditto	Shorkot.
83	Sardar Nihal Singh, K. S. I.	Rais	Rawal Pindi	Rawal Pindi.
84	Babu Ishar Das	Resident & teacher of Sanskrit in zil' school	Gujarat	Gujarat.
85	Kishn Chand	Member Local Committee Public Instruction	ditto	ditto.
86	Govind Sahai	ditto	ditto	ditto.
87	Miyan Abdul Rahmani	Contractor	Rawal Pindi	Rawal Pindi.
FRONTIER CIRCLE.				
88	Imam Bakhsh Khan	Chief	D. G. Khan	Rajapur.
89	Fazl Din	Tahsildar	ditto	Jampur.
90	Mazar Khan	Chief of Lund Tribe	ditto	ditto.
91	Iman Shah	Lambardar	ditto	Dera Ghazi Khan.
92	Fateh Muhammad Khan	ditto	ditto	Minatta.
93	Pandit Sheo Ram	Tahsildar	D. I. Khan	Lisali.
94	Khan Bahadur Khuja			
95	Muhammad Khan	Chief	Kohat	Teri.
96	Muzaffar Khan	Tahsildar	ditto	Hangu.
97	Sultan Jan	ditto	Peshawar	Naushera.
98	Arbab Lashkar Khan	ditto	ditto	Hasht Nagar.
99	Ajab Khan	Rais	ditto	Chir Gulla.
100	Aziz Khan	ditto	ditto	ditto.
101	Ghulam Murtaza	Tahsildar	Muzaffargarh	Alipur.
102	Dharm Das	ditto	ditto	Kotadu.
103	Sukhan Lal	Naib Tahsildar	ditto	Alipur.
104	Lekh Ram	Chaudri	ditto	Muzaffargarh.
105	Bhara Lal	ditto	ditto	Khanpur.
106	Thakura	ditto	ditto	Munda.
107	Kirpa Ram	ditto	ditto	Kotadu.
108	Khan Zaman Khan	Zaildar	Bannu	Piplian.
109	Muhammad Khan	Lambardar	ditto	Laki.
110	Misri Khan	Tahsildar	ditto	ditto.
111	Shekh Ghulam Muhammad	ditto	ditto	Mianwali.

221. Many Members of the Local Committee at Lahore and Amritsar have taken great interest in the female schools in those cities, but Babu Nobin Chandra Roy and Lala Behari Lal, who devoted a considerable portion of their time to the tuition of women in the Hindi department of the normal schools at Lahore, deserve especial mention.

I have had every reason to be satisfied with the zealous and efficient manner in which Babu Ranjas, my head clerk, and Lala Mul Chand, the second clerk, have conducted their duties. The work of the Curator, Babu Chandra Nath Mittera, has been somewhat interrupted by a bad attack of fever, which he has been unable to shake off. Munshi S'adat Ali Khan deserves credit for his success in improving the lithography of the Government Press, and Munshi Aziz-ul-din, the Serishtadar, continues to work satisfactorily.

W. R. M. HOLROYD, CAPTAIN,
Director of Public Instruction, Panjab.

APPENDIX.

REPORTS OF PRINCIPALS OF COLLEGES AND INSPECTORS OF SCHOOLS.

LAHORE COLLEGE.

Principal—Dr. G. W. LEITNER, M. A., Ph. D.

I have the honor to submit my report for the Lahore Government College and the schools connected with it, for the year 1868-69.

1.—PROGRESS IN NUMBERS.

Number of undergraduates has more than quadrupled. The number of undergraduates has more than quadrupled during the year under review, viz.—
Classification of students.

NUMBER OF UNDERGRADUATES ON

31st March 1868.				31st March 1869.			
Regular students	...	...	8	Regular students	...	...	27
Casual	„	...	1	Casual	„	...	11
Total			9	Total			38

“Regular” students are those who intend to go up for the next University Examinations.

“Casual” students are undergraduates who study one or more subjects (generally Law and English Literature).

2. There were also on the 31st ultimo, 2 non-matriculated students for Law and English, and

The total number of undergraduates and non-matriculated students amounted to 45 at the close of the year. 5 men (one of whom is a B. A.) who were *only* reading Law. All together the number of students who at the close of the year availed themselves, in one form or another, of the instruction provided at the college, was 45.

Number of admissions during the year was 57. 3. The number of “admissions” to the college throughout the year was 57, thus—

Undergraduates still in attendance
Non-matriculated and merely Law students 7
Undergraduates and others who read for a special purpose and have since discontinued 12

Names and distribution of
Regular students.

4. The following are the names and distribution of our Regular students :—

Classes.	Names.	REMARKS.
B. A. 1869	Lala Dina Nath	Another candidate for the B. A. Examination of this year is about to enter the college in the event of being provided with a suitable scholarship.
B. A. 1870	Lala Jai Kishn	
F. A. 1869	<ol style="list-style-type: none"> 1 Mr. W. A. Harris 2 Pandit Ishar Parshad 3 Aziz Bakhsb 4 Bihari Lal 5 Atma Ram 6 Kirpa Ram 7 Pandit Ganga Ram 8 Pandit Prithi Nath 9 Mr. E. Birch 10 Hait Lal Misr 	<p>(on leave). do.</p> <p>do.</p>
F. A. 1870	<ol style="list-style-type: none"> 1 Molo Mal 2 Roy Baroda 3 Basant Ram 4 Nand Singh 5 Ganga Ram, Bhabra 6 Ganga Ram 7 Dogar Mal 8 Rani Dyal 9 Ganeshi Lal 10 Daulat Ram 11 Mul Raj 12 Bhagyati Charn 13 Fatch Chand 14 Toja Ram 15 Choka Nand 	

NAMES AND DISTRIBUTION OF THE CASUAL STUDENTS.

5. These students, most of whom had formerly belonged to the Lahore College, which they left for employment, and which they have been induced to re-enter, "Casual" students. deserve to be brought to your special notice in the order in which their names appear. Some of them, especially those who have passed the First Arts Examination, would be glad to go up for their degree in the event of a University being established at Lahore.

Classes.	Names.	REMARKS.
B. A. Class	<ol style="list-style-type: none"> 1 Pandit Piyaro Lal 2 Pandit Ram Narain 3 Pandit Prem Nath 4 Pandit Suraj Bal 5 Munshi Gopal Das 6 Pandit Owarka Nath 7 Lala Ram Chand 	<p>A distinguished student of the Lahore College, now Head Master of the Shah 'Almi Middle School, on Rs. 90 p. m.</p> <p>Office of Director Public Instruction Panjab, on Rs. 80 p. m.</p> <p>Office of Controller of P. W. A., on Rs. 160 p. m.</p> <p>Son of Pandit Manphul, c. s. i., formerly of the Lahore Zil' School, then of the Delhi, and now of the Lahore College, has been elected to the scholarship tenable in England on £200 p. a.</p> <p>Sirishadar of Commissioner's office, Lahore, on Rs. 150 p. m.</p> <p>Deputy Commissioner's office, Lahore, on Rs. 50 p. m.</p> <p>Office of Registrar General, on Rs. 50 per mensem, and Rs. 10 personal allowance.</p>
F. A. Class	<ol style="list-style-type: none"> 8 Faquir Syad Jamal-ud-din 9 Lala Chausak Ram 10 Babu Brij Lal 11 Munshi Muhammad Latif 	<p>Panjab Secretariat, on Rs. 200 per mensem, has been too busy to come often, but has rendered services to the college.</p> <p>Office of Inspector, Lahore Circle, on Rs. 50 p. m.</p> <p>Office of Government Advocate, Lahore, on Rs. 100 p. m.</p> <p>An interpreter at the Chief Court, Lahore, on Rs. 100 per mensem, has only just re-entered the college, of which he was the first "Arnold Medallist," is a particularly good Urdu and Persian scholar.</p>

6. The following are the non-matriculated students :—

Names of non-matriculated
and "mero" Law students.

1. Munshi Gurdit Singh.
2. Babu Romamath Banerji.

The following study only Law :—

1. Mr. Lewis, B. A., Head Master Normal School.
2. Babu Chandra Nath, Curator, office of Director Public Instruction Panjab.
3. Mr. Raow.
4. Mr. Mitter.
5. Muzaffur 'Ali.

In addition to the above students, now on our rolls, 12 other students were admitted during the year, of whom five were casual students, who only attended for a day or two, and seven belonged to the Telegraph Department. The latter entered the English and Mathematical classes of the College and High School with the view of preparing themselves for certain examinations in their department. Having apparently gained their object, they left at the beginning of last month. Their conduct during the time they were in connexion with the college was satisfactory, and I have therefore pleasure in mentioning their names.

1. Mr. A. W. Sylvester.
2. „ J. F. Jackson.
3. „ T. C. Murphy.
4. „ F. Jasper.
5. „ T. Chinn.
6. „ J. A. James.
7. „ Greenwood.

7. I have in this place to express the thanks of the college to those heads of departments from which our casual students were drawn, who, with the view of improving the minds and quality of service of their subordinates, allowed them to attend one or more of the morning classes of this institution. My thanks are especially due to Messrs. Smyth, Cunningham, Alexander, Kirke, Cox, and yourself.

8. The above account of the progress in numbers would be incomplete without a reference to the sister institution of Lahore. The Mission College, I am happy to perceive, has increased from 9 students on the 1st of April 1868 to 17 on the 31st of March 1869. At Delhi there is only *one* college to which both Mission and Government schools contribute. Here there are *two* colleges. In estimating therefore the extent of University education at the capital of the Panjab the numbers attending both institutions have to be reckoned together. Thus we find—

Regular students of the Lahore Government College	...	...	27
Ditto ditto of the Lahore Mission College	...	...	17
Total	...	...	44

against 25 students at Delhi, preparing for the next University Examinations.

II.—AVERAGE ATTENDANCE THROUGHOUT THE YEAR.

9. The increase in our numbers having been *gradual* and steady, can of course not be taken at the highest point to which it reached on the 31st ultimo, as a basis for estimating the average attendance throughout the whole of the year. Still the average attendance has been more than double what it was in the preceding year, thus:—

Average No. of students on the rolls monthly.				Average attendance daily.			
1867-68	...	...	9.3	1867-68	...	...	6.2
1868-69	...	...	19.2	1868-69	...	...	13.18

I have reason to believe that the average attendance was really 16 throughout the year, but, in consequence of the carelessness of the Clerk who had charge of these statistics, numerous "attendances" were not entered.*

III.—INCREASE IN THE RECEIPT OF FEES.

10 What people will pay for education is, probably, one of the surest tests of the value which they place on it. The amounts collected during this year have very greatly exceeded those of any previous year since the foundation of the college. They are more than three times those of the year 1867-68, viz. :—

Comparative statement of fees for the years 1867-68 and 1868-69.

	Rs.	A.	P.
Fees collected during 1867-68	120	0	0
Ditto ditto 1868-69	415	8	0

Rs. 49 remain due for the year 1868-69, which, added to Rs. 415-8, gives a total of Rs. 464-8.

10a. The following statement will show that the increase in fees has naturally and closely corresponded with that in numbers, to which heading I of this report refers.

Fees collected during the year 1868-69.

Months.	Fees.	REMARKS.
April 1868	56 0 0	Rs. 48 from previous year.
May } Holidays.		
June }		
July 1868	20 0 0	A portion of this belonged to previous month.
August	16 0 0	
September	16 0 0	
October	20 0 0	
November	20 0 0	
December	30 0 0	
January 1869	62 0 0	
February	83 12 0	
March	91 12 0	
Total	415 8 0	

11. It is expected that the fees likely to be paid during the course of this month will amount to Rs. 429-8, in which case this month's receipts will exceed the income of the year 1867-68 by Rs. 9-8.

12. I trust the Government will allow us to devote the Rs. 415-8, collected during the year, to our stipend fund, which is nearly exhausted, or else to give us, as in the case of the Delhi College, a monthly allowance in return for these fees.

13. From the above statements it is clear that the Lahore Government College, in securing 45 students, is one of the most successful institutions of the kind in Upper India; whilst dividing its cost by either that number, or the number of its undergraduates (38), or even the number of its regular students (27), it is one of the cheapest, if not the cheapest, Government College in this Presidency, out of Bengal Proper.

* Such a mistake should never have been allowed to occur, and if it did occur, it should have been discovered, as it is the duty of the Principal and his assistants to enforce regularity of attendance, and attention to this matter must have shown the error.—W. R. M. HOLROYD, Director P. I. P.

IV.—CAUSES OF THE PROGRESS OF THE COLLEGE DURING THE YEAR 1868-69.

14. To understand the causes of the progress of the college, it will be necessary to point out very briefly what the difficulties have been which have hitherto impeded it.

Causes of present progress and past difficulties.

(a). The great openings which exist at Lahore, more than elsewhere in this Province, for young men who possess any knowledge of English. At Delhi it may be possible to obtain the services of a B. A. for Rs. 25* per mensem, but here any man who has merely matriculated can command appointments varying from Rs. 50 to Rs. 200.

Difficulties.

Great openings for employment at Lahore.

(b). In spite of these temptations, stipends of from Rs. 10 to 20—an expenditure which

Want of scholarships.

must always be trifling compared with the cost of tuition and inspection—were refused to the vast majority of candidates, who, without them, had no means of livelihood, and when, in a very few cases, they were not refused, they were so long delayed that students left us in despair. The college was blamed when its students preferred practical work and salary to the advantage of practising self-denial and filling our returns. To supply educated, or half educated men, for an eager, increasing, and perhaps necessarily, indiscriminating demand may, or may not, be one of the main objects of the institution of a college in this Province; but it can be assumed, with some reason, that it is not always reconcileable to send men out of the college for the service of the State and the public, and yet at the same time to keep them in the college.

(c). The absence of any definite promise of lucrative and honorable appointments to those

Absence of definite promise of appointment to persevering students.

who might have had the courage to struggle on till they had taken their degrees.

That these and other difficulties existed at Lahore there can be no doubt; and my able *re-*

Other obstructions.

placement, Professor W. Jardine, pointed them out on a previous occasion. To render these difficulties insurmountable, it was only necessary to take away all discretionary power from the Principal of the Lahore Institution, and this was done with considerable success, resulting almost in the extinction of the college, during the years 1864—67.†

15. The causes of the progress that has been made this year will follow the order in which

Detail of causes of progress.

“the difficulties” have been stated.

(a). The students who had left us for employment swell a class, which, from constant inter-

Establishment of morning classes for ex-students employed in offices, and Mr. Baden Powell's lectures on Law to Candidates for Pleaderhips in the Chief Court.

course with Europeans, and compelled by the exigencies of their occupations, is fully alive to the importance of knowledge. Secured against want, it can become susceptible to the highest moral and mental influences. A circular was sent to them, approved and supported by you, pointing out certain practical benefits which would accrue to them by the prosecution of their studies, and offering them prizes. Whatever may have been the effect of the latter in inducing them to re-enter the college, it became soon evident that they remained in it because they found that the instruction was of direct personal advantage to them in the better fulfilment of their daily duties. In fact they have lately most readily consented to devote the rewards intended for them to the stipend fund for our “Regular” students—a concession which has enabled me to strengthen the college in its most important present relation, that of an institution affiliated to the Calcutta University. I trust, however, that the alacrity which these “casual students” have shown to pay—not to be paid—for an education which they can appreciate, will induce us to increase the appliances of the college, so as to meet all the higher educational requirements of the station, and indeed of the Upper Panjab. A step in the right direction was taken by Mr. Baden Powell, Judge of the Lahore Small Cause Court, who for some time past, with the utmost energy and public spirit, had been delivering lectures on Law, gratuitously, in connection with the college. He has not only enabled our students, and others to prepare themselves for the pleader's examination of the Chief Court, but he has also advanced the purely educational interests of our college. He concurred in thinking with me that no college certificate for proficiency in Law should be awarded to any one who did not give evidence of having received a liberal education. This had the immediate effect of securing the attendance of more Law students at our literary, philosophical, and mathematical classes.

* This is not possible, though a student who has only matriculated will gladly accept this salary.—W. R. M. HOLBOYD, Director P. I. P.

† There were certainly difficulties at Lahore, but there are no grounds for the latter assertion. The Principal was required to devote at least three hours to actual tuition, and to teach the subjects required for the examination of the Calcutta University. This was the extent of the interference complained of.—W. R. M. HOLBOYD, Director P. I. P.

(b). As the Government did not give a sufficient allowance for stipends, they had to be provided for from private sources. The following statement will show the names of students supported during the year from Government and private funds only, partly supplemented by grants-in-aid :—

Collection of a fund for scholarships from private sources ; names of private scholarship-holders ; singularly, had there been no private funds ; real economy to Government in granting scholarships ; a scholarship enables a student to resist the existing temptations of lucrative employment.

	NAMES.	REMARKS.
Government scholarships	Dina Nath. Jai Kishn. Pandit Prithi Nath. Ram Dyal.	
Dera Ghazi Khan Municipal Funds	Tola Ram. Choka Nand.	
Director	Bihari Lal. Gaug Ram.	
Dhalip Singh	Atma Ram. Kirpa Ram.	
	Aziz Bakhsh. Harris. Roy Baroda. Molo Mal.	
Hyat Khan, Zamindars, and Principal	Basant Ram. Nand Singh. Bhagvati Charn. Mul Raj. Dogar Mal. Fateh Chand.	Besides 21 scholarship-holders in the Lahore zail school.
		Ganeshi Lal and Gaug Ram II, although nominally Dhalip Singh's scholars, have been kept going by advances from this fund.

In other words, had there been no private subscriptions and no casual students, the college would now have consisted of four students, namely, the recipients of the Government scholarships. But for these four students the Government would still have to provide another Professor, as they happen to belong to four different years or classes, and the Principal and one Professor would manifestly be unable to attend to the instructions of five subjects of four different courses to four different classes ; thus—

4th year college class	B. A. 1869, Dina Nath
3rd ditto	ditto, B. A. 1870, Jai Kishn
2nd ditto	ditto, F. A. 1869, Prithi Nath
1st ditto	ditto, F. A. 1870, Ram Dyal

It is, perhaps, sad that men should not, as a rule, study for the sake of study, but this state of things is not confined to India. Even in countries where knowledge is a condition for almost every employment, most men are satisfied with the lowest amount that will enable them to earn a livelihood or maintain their status. Indeed our Panjab students deserve great credit for continuing their studies on stipends of the average value of Rs. 12 per mensem, when they can easily obtain employment on, at least, four times that amount. This fact speaks volumes for the influence of the teachers, and the confidence of the students in the eventual benefit to them of a system of education the practical use of which they can so little perceive. The college, although now in a most hopeful condition, must, as far as its Regular students are concerned, relapse into its old stagnation unless Government double the amount of private subscriptions, and indeed are prepared to allow stipends to all poor Regular students. When a liberal education—as distinguished from a professional one, which should always be made to pay for itself—becomes more appreciated, or rather when the market is glutted with graduates, and the State service fully provided with educated native subordinates, then this demand on Government bounty—which after all is the merest trifle, and which it is indeed profitable to concede—will cease. In the meanwhile, it is crippling institutions and disheartening officers to deny them a few rupees for students, when thousands are spent on the framework of education. Your views and those of His Honor the Lieutenant Governor are so strongly in favor of founding scholarships and fellowships, that I trust that this will be the last year in which a danger to University education may be apprehended from a false economy in the bestowal of stipends.

(c). The wisdom of the Government in appointing our first B. A. to a tahsildarship, and in conferring seats in Durbar on graduates, has been demonstrated by the happy effect which the measure has had in attracting men to the college, and stimulating them to persevere in their studies till they succeed in

taking their degrees for the sake of "Izzat" if not of lucrative employment. The college, as an arts institution, will however only then be a complete success when passing certain examinations will give its students a claim to, at any rate, preferential nomination to certain appointments under Government.

Lastly, the fellow-feeling which now exists between the Educational Department and the popular University movement, your liberality in giving a scholarship, and, above all, the intelligent latitude which you have allowed me and without which responsibility is impossible—in the collection and distribution of funds for poor students, the hours of study and the treatment of subjects, have enabled me to rouse the flagging interest of the community in the college, to keep students from seeking employment, and to render tuition available and attractive to those whom occupation in offices had, apparently, for ever disconnected from us

V.—SUCCESS AT EXAMINATIONS.

16. The following were the results of the half-yearly examination of the 1st, 2nd, and 3rd year classes in July last. The total number of candidates in these classes sent up were—9 from the Lahore College, of whom 2 passed, omitting the B. A. student (4th class); 16 from the Delhi College, of whom 1 passed; and 6 from the Lahore Mission College, of whom none passed; the percentage of success being therefore greatly in favor of the Lahore College.* With regard to the average number of marks obtained by each student, the following are the figures:—Lahore College, 169½ marks; Delhi College, 162; Lahore Mission College, 119; these results also being in favor of the Lahore College. The success according to classes was as follows:—3rd year college class—Lahore sent up one man, who failed; Delhi, 4, who failed. 2nd year class—Lahore passes one in four; Delhi one in three. 1st year class—Lahore passes one in four; Delhi none in nine; the Lahore Mission none in six. No student offered himself for the B. A. Examination of that year, Pandit Piyare Lal refusing to try again after his late and to us all inexplicable—disappointment. Of the candidates for the First Arts Examination, Jai Kishn, the only one whom I advised to present himself for it, passed, whilst his three other fellow-competitors from this college failed.† So long as a scientifically precise, uniform, and well-understood system of marking does not prevail at examinations, unmitigated elation at the success, or dejection at the failure, of one's pupils seems to be unwise. The best students, as in the case of Piyare Lal, fail, when men, of whom no or little hope is entertained, pass. And I fear that certainty in the work of preparation, and in the estimate of candidates' chances, cannot be approximately—for absolute certainty will always from the nature of the subject be unattainable—reached, as long as teachers and examiners alike are, as a rule, unacquainted with the principles and constant progress of the "science of education," which, cultivated principally in Germany, where it is somewhat uncouthly termed "*Pædagogik*," has led to almost scientific precision in tuition and examination.

In the Departmental Examination of the 1st and 3rd year college classes in December last, 1, out of the six of the Lahore students, who presented themselves, passed, against 2 out of 11 of the Delhi, and none out of seven of the Lahore Mission College. The "general" statement is thus favorable to the Lahore College. The "detailed" statement, which follows, is equally so, except in the subjects of Mathematics and History.‡

Subjects.	Lahore Mission College.	Delhi Government College.	Lahore Government College.
English	3 out of 7 or 43 per cent.	5 out of 14 or 35·7 per cent.	4 out of 6 or 66·6 per cent.
Arabic	4 out of 7 or 57 per cent.	13 out of 14 or 93 per cent.	6 out of 6 or 100 per cent.
Mathematics	1 out of 7 or 14·3 per cent.	10 out of 14 or 72·4 per cent.	3 out of 6 or 50 per cent.
Philosophy	6 out of 7 or 85·7 per cent.	11 out of 14 or 78 per cent.	5 out of 6 or 83 per cent.
History	0 out of 7	12 out of 14 or 86 per cent.	3 out of 6 or 50 per cent.

There is some danger in an exaggerated faith in "statistics," for these can only, to a certain extent, be reliable, when they are, if I may use the term, "every sided."

* It should be observed, that one Delhi student was absent from the examination in Mathematics, Philosophy, and History, and another was examined in Arabic only. If these two be excluded, the average number of marks obtained by each student is higher at Delhi. W. R. M. HOLROYD, *Director P. I. P.*

† The results of the Departmental Examination held in July seemed to show that Jai Kishn would certainly pass the First Examination in Arts; that W. Harris would fail, and that the other two would have a fair chance if their studies in Arabic and Mathematics were vigorously prosecuted. W. R. M. HOLROYD, *Director P. I. P.*

‡ The average number of marks gained by each student was considerably higher at Delhi, whether the 1st and 3rd year classes be taken together or separately. In the 3rd year class the Delhi students held the 1st, 2nd, 3rd, and 5th places. The Lahore students the 4th place. In the 1st year class the Delhi students held the 1st, 2nd, 3rd, 5th, 6th, 8th, 11th, 12th, 13th, and 20th places, and the Lahore students the 4th, 7th, 10th, 16th, and 18th. Doctor Leitner's figures are correct as far as they go, but must be taken in connection with statistics given above. It must also be borne in mind that there were 4 classes at Delhi, and up to the end of December 1868, only 3 at Lahore, and that to teach the former there were only two Englishmen, who would naturally bestow their chief attention on the classes about to undergo the examination of the C. I. The total number of students under instruction also was considerably greater at Delhi than at Lahore.—W. R. M. HOLROYD, *Director P. I. P.*

17. The next half yearly examination will, I trust, show the progress that our men have made in their subjects, excepting, I fear, Mathematics, in which instruction has been insufficient. It is rather a pity that the college should be closed for two months in the year, but with the exhausting work of lecturing, less than that period for vacation would not keep our staff in health; whilst the fact of being under-officered prevents us from making arrangements for a portion, at any rate, of the work being carried on whilst any one teacher is away on leave.

VI.—SERVICES OF COLLEGE STAFF.

18. I cannot speak too gratefully of the kindness, readiness, and efficiency with which the Services of Mr. Beddy, Mr. Rebsch, Maulavi Hamid-ud-din, Pandit Bhagwan Das, Mr. Armstrong, and Mr. Maitra. gentlemen whose names I venture to bring to your special notice have assisted me during the year in question.

Mr. Beddy taught Philosophy in the college with the marked success, which the late Departmental Examination has attested, up to December last.

Mr. Rebsch, who succeeded Mr. Beddy in teaching that subject, is now entirely employed in the college, where he also gives instruction in History. I have repeatedly brought his name to your notice, and I can only add now that his zeal, punctuality, and ability as a teacher have been of the highest value to the college, and prove how deserved is the reputation which he gained as a student of King's College, London, of which he is an Associate, and in which he gained several prizes and well-contested scholarships.

Maulavi Hamid-ud-din, who officiated for our excellent Assistant Arabic Professor during the latter's long illness, has displayed an energy, readiness to undertake additional work, and a taste for critical scholarship, such as are rarely found out of Europe. He possesses considerable ability, and will, I trust, discharge the duties of his substantive post as Oriental Master of the High School, to which he has reverted since the return of Maulavi Almdar Husein, in a satisfactory manner. All his pupils passed in Arabic at the late Departmental Examination.

The Sanskrit teacher, Bhagwan Das, is doing well, and is encouraging a growing taste for Sanskrit among the students of the College and High School.

I have also gratefully to acknowledge the services of Mr. W. P. Armstrong, of the Railway, and of Mr. Maitra, of the Mission College, who gave mathematical instruction to our students during the absence of Mr. Crank, the Mathematical Professor.

VII.—PROSPECTS OF THE LAHORE COLLEGE.

19. The prospects of the Lahore College have to be considered from two stand points—that of an institution affiliated to the Calcutta University, or any other University giving a liberal education—and that of an institution supplying and improving servants for the State and the public. The preparation for degrees in arts will remain impeded by the temptation of employment till such time as the value of a liberal education becomes self-evident to the natives, and must depend, for the present at all events, mainly on the number and amount of scholarships required to make our students acquiesce in a system which we have devised. On the other hand, fitting young men "for the world" requires little artificial stimulus, as its operation and success are determined by a practical and natural demand. It has been shown that our "Casual" students do not require to be paid to attend our lectures. I hope now to be able to point out that the numbers and usefulness of the Lahore College can be vastly increased if any or all of the following suggestions are carried out:—

I. To insist that intending pleaders of the Chief Court and of Subordinate Courts undergo a regular legal training and evidence of liberal education to be required from intending pleaders. regular course of legal training under a competent Professor at the college of the capital, where also the highest Appellate Court of this Province is holding its sittings; that these candidates be made to give evidence of having also received a liberal education, and on production of such evidence, together with passing a satisfactory examination in Law, receive the College Law certificate, which certificate is to entitle them to plead in the Panjab Courts. Nothing could lower the Panjab Bar more than to flood it with men who, really uneducated, had been able to cram enough of Law to pass the pleader's examination. The Law students of the Agra College are enabled to plead in the Subordinate Courts on production of their final college certificate, and Professor Jardine has, with every prospect of success, been applying for their admission to the High Court. I believe that the learned Judges of the Panjab Chief Court will give us their approval and guidance in this matter. The adoption of this suggestion will, remembering the immense openings for pleaders throughout the country, secure for us a constant and large supply of students, and to the Chief Court and the Subordinate Courts in the Province a body of well-trained and educated native pleaders.*

* I entirely concur with the opinion of the Principal on this subject. Some months ago I referred the matter to Government, but its consideration was postponed pending the decision of the Supreme Government with reference to the scheme for a Provincial University.—W. R. M. HOLBOYD, Director, R. I. P.

II. Similarly, I think that the time has arrived when steps should be taken for creation of a

Necessity for requiring a higher degree of education in candidates for the Medical School. is an immediate necessity for insisting that our native medical officers should have greater general education than the majority of them possess at present. Hitherto students for the medical school are recruited from the 4th and 5th classes of our zil schools, and it can therefore be no matter for surprise that not all of our native Sub-Assistant Surgeons maintain the dignity and influence of a learned profession. I would venture to suggest that in future medical students should be drawn not lower than from the 1st and 2nd classes of our high schools, and by and by from matriculated, and, then, from First Arts men only; that also medical students should be required, whilst prosecuting their professional studies, to attend lectures on English Literature and Oriental Classics. Once the *literary* standard of the Medical School is raised, it is quite clear that the numbers in the higher classes of our schools, and subsequently in our colleges, must largely increase.*

III. If it were distinctly notified that passing the Entrance, the F. A., the B. A., and the M. A. Examinations of an University constituted a claim, in connexion with other qualifications, to *nominations* for certain corresponding Government appointments, an increase would soon be visible in the number of our students, especially of those belonging to the wealthier classes. It would then be possible to fully educate our men for the highest posts for which Government may wish to render natives qualified, or which it now confers on them.†

IV. The institution of classes out of office hours for the special benefit of employes in offices, whether European or Native, whose education has been neglected. Lectures of a generally attractive and instructive nature, and instruction in precis writing and translation, would be sure to draw a large number of men to the college. I conceive it to be the duty of the department to provide, if possible, tuition in any branch of recognized science, which a number of men express their intention, proved by payment of fees, earnestly to study.

V. Last, not least, is, considering the peculiar difficulties of a college at Lahore, the devotion of its staff to the educational and even personal interests of the students, necessary to its success. I venture to think that to our department is assigned the privilege and duty, to be the first to open, cautiously and gradually, its higher appointments to deserving natives. At all events, with some prizes in our gift, the college ought to secure the continuance in their studies of those who might be willing to read for honors and are determined to take the higher degrees. The creation of *professions* independent of Government employment, and the improvement of those in it; the fair trial of every attempt to render our education more sound and our instruction more comprehensive and practical; the hold which we would gradually obtain on the learned classes of this country by conferring the dignity and scholastic privilege of Maulavi and Pandit as a *right*, where it is now abused as a title of ancestral learning or present courtesy;—these and other opportunities of the same kind indicate, in spite of the obstacles necessarily connected with every attempt at reform, the immense field that yet remains untrodden by our educational operations. But educational triumphs can only be achieved by consulting, not so much the preconceptions of teachers and inspectors, as the real wants of those who are to be taught; and, unless we keep ourselves constantly, *en rapport* with the people, neither funds for scholarships, nor students, nor municipal assistance, nor what is worth so much more—the sympathy of those for whom we labor—will be obtainable.

20. In considering the suggestions I have made, it will be necessary to bear in mind that Lahore offers many facilities for their realization. It is the capital, and is more central than Delhi. It has not to compete with other colleges, as Delhi has with Agra, Bareilly, and Benares. The Lahore College, although more numerously attended than any other college in Upper India, is still in its infancy, and there is no reason why, by acting in concert with the people, it should not next year have 100 students instead of 45.

VIII.—STUDENTS OF THE LAHORE COLLEGE.

21. In anticipation of my application for six months' leave to Europe on urgent private affairs

being granted, I take this opportunity of recommending to my successor the excellent young men who have been and are members of this college. Perhaps, less intellectually brilliant than those of Delhi, they possess a depth of character and soundness of judgment which, under kind guidance, can not fail to bring about the most encouraging results. Instances of the most honorable conduct on the part of our students under trying circumstances are on record, and their public spirit, influenced by firm but affectionate teaching, is deserving of your notice. Nearly every one

* This measure should no doubt be carried out as soon as practicable; the only danger is that if introduced too rapidly, the Medical School would be left without students, unless indeed the stipends of all the pupils were raised. —W. R. M. HOLROYD, Director P. I. P.

† I think that such a measure would have a very good effect; it might be ruled that no substantive appointments of certain grades should be given to any man who might enter Government service after a certain date, unless he had passed the necessary examination. The subject will no doubt receive the attention of the University College Senate now about to be constituted. —W. R. M. HOLROYD, Director P. I. P.

of them applied for the State scholarship in England, whilst no one at Delhi was willing to expatriate himself for even a short time; over twenty of the Lahore College and School competed for an Interpretership to the Sikh Police in China; and it was with some difficulty that some of them were prevented from volunteering, in almost any capacity, for the Abyssinian expedition. The "Lahore College Literary and Debating Society," founded in 1864, shortly after my arrival, has called into existence several kindred societies, and is now under the presidency of Mr. Rebsch, and in possession of sufficient funds for its operations; whilst it is a satisfactory circumstance that, in spite of, or rather because, the "Oriental movement" has created such general enthusiasm, the spread of English education should have met with the striking result it has exhibited at Lahore, namely, the calling into existence the productions of "Young Panjab," which, for dignity, loyalty, and moderation of tone, are, I venture to think, an example to the publications of "Young Bengal."

IX.—THE ZIL' AND BRANCH SCHOOLS.

I must let Mr. Beddy, the Head Master, speak for himself in the report which is

Hopes of Mr. Beddy's promotion; result of amalgamating classes composed of sons of Raisas with those composed of sons of tradesmen, &c., &c.; working of the new scheme of dividing the zil' school into high, middle, and lower school.

but I cannot forbear expressing a hope that, under your auspices, he may at last receive that promotion which, without any fault of his, has been so long withheld from him, whilst 2nd and 3rd Masters, serving under him, have been promoted over his head to Inspector and Professorships. His services to the school have been invaluable, and he has secured the good will of the Raisas of Lahore. Owing to the amalgamation of the students from the higher with those from the lower classes of the population, the school had somewhat suffered in

status, but latterly, I am happy to say, the number of children of native gentlemen has been on the increase. The scheme of dividing the zil' school into high, middle, and lower school met with disfavor, resulting in the withdrawal of many boys; but I am glad to see that in consequence chiefly of Lala Siwaya Ram's efforts, the lost numbers are nearly made up by recent accessions.

23. The Shah 'Almi Middle School also is likely to prosper under the able management of

The Shah 'Almi Middle School. Reasons why Government institutions are at a disadvantage, as regards numbers, when compared with Mission schools.

Pandit Piyare Lal, an old student of the Lahore College; but he complains that the high rate of fees, the discomfort of the present building, and, above all, the fact that the Mission schools, in opposition to the system of Government, teach English in the lower schools instead of the prescribed Vernacular, and thus draw away pupils who are anxious to study—(1), what will pay best; and (2), what will cost them least. This

and the closing of the Sathan Branch School has greatly affected our numbers in those elementary establishments. With every appreciation for Missionary educational enterprise, I cannot help thinking that it is scarcely just to Government institutions to condemn them for the smallness of the number which they attract, and to give them no credit for the large fees which they succeed in obtaining. The following statement will show the kind of competition—very different from a healthy emulation of better teaching—from which Government institutions suffered during the year 1868-69:—

COLLEGES.	Average daily attendance.	Amount of fees collected during year.	Amount of fees per student.	REMARKS.
Mission College	8	Rs. 31 5 0	Rs. 3 14 0	The Govt. College gets more than 6 times the amount of fees in proportion.
Lahore Govt. College	13.18*	„ 415 8 0	„ 25 14 6	
SCHOOLS.				
Mission School	230	Rs. 457 15 7	Rs. 1 15 0 per annum.	The Govt. get more than 6 times as much in proportion as the Mission School.
Govt. Zil' School	90	„ 1,156 1 3	Rs. 12.13 6 per annum.	

* I think it however more just to the Mission College to take 16 as the average attendance, as explained elsewhere, and not 13.8, which would give us, 10 times higher fees than the Mission College in proportion.

In the branch schools this system of under-selling operates still more disadvantageously on Government schools. Twenty-five per cent. are admitted gratuitously in Mission schools, but we have not the power to make the same concession in favor of poor students. The following statement will show the difference between numbers and fees in the Government and Mission Branch Schools:—

Branch schools.	No. of pupils.	Fees paid during the year.	Remarks.
Government ... { Shah 'Almi Toshey Khana ... Dehli Gate	284	432 9 0	
Mission Branches, 15 in number	1,093	503 11 9	

The following are the rates of fees charged by Government and Missionaries respectively

Government institutions.

Missionary institutions.

College fees, Rs. 2 0 0 per mensem

College, per mensem 4 annas.

Zil' High School.

Main School, 1 to 4 annas per mensem.

1st Class }
2nd „ } 1 rupee each p. m.
3rd „ }

Middle School.

1st and 2nd Class, 12 annas each per mensem
3rd .. 4th „ 8 „ „
Lower School 6 „ „

Branch Schools, 6 pies per mensem.

Shah 'Almi.

Middle School (all classes) 4 annas per mensem.

Lower School.

Dehli Gate }
Toshey Khana } 2 annas.

I have not the least objection to Missionaries charging even nothing at all for their instruction: all I submit is that it is incorrect to call theirs the more popular institution, when the true test of popularity—what people will pay for their education—is so strongly in our favor. The right course would be to have one uniform rate of fees for both Government and Mission schools, and I am sure that for many years to come both organizations will have as much to provide for as they can possibly undertake.

24. In conclusion, I would most humbly dissent from the superstition which seems at present

The great danger in putting Government schools, in every respect, on the grant-in-aid footing. Fatal results of private speculation in scholastic matters.

to prevail on the subject of private enterprise in education. Ten centuries of such enterprise in England had almost culminated in a state of "national" ignorance, in which nothing was so perfect as its jobbery, and which is now being swept away by the touch of a Royal Commission. Private enterprise must be distinguished from national enterprise, as shown, for instance, in the Lahore University movement. In England,

the former is, as a rule, the last speculation of broken-down livelihood hunters, and even time-honored institutions founded on private enterprise have lately had a prestige rudely shaken which only lasted as long as its pretensions were not critically examined. At all events, the Government of England is now taking "national" education in hand, and imitating those other civilized countries in which the scholastic speculator is subject to the same stringent rules of inspection and examination as the Government official. In India this is even more necessary, for private instruction in this country can not, as yet, compete with the talent and honesty which the Government is, at any rate, able to command.*

* That all educational institutions should be subject to stringent rules of inspection and examination there can be no doubt, and no school should be aided by Government unless it maintains a certain educational standard under thoroughly efficient staff. The regulations on this subject can be gradually made more strict without interfering to an undue extent with the liberty of action enjoyed by Managers. All educational institutions in this Province have suffered more or less from poverty of means, and the lower classes especially of neither Government nor aided schools have ever yet been supplied with really efficient teachers. A great improvement has taken place, but much remains to be done. In the case of Government schools it appears to be the desire of Government not to withdraw the control of the State, but to stimulate the interest of the people, and induce them to contribute more largely than heretofore to the cost of education. There is, I apprehend, no idea of leaving everything to private enterprise unchecked by proper supervision as Dr. Leitner seems to suppose; such a course would no doubt prove most disastrous.—W. E. M. HBLKOV, Director P. I. P.,

It is therefore with considerable apprehension that I look upon a proposal to reduce Government institutions to the status of grant-in-aid schools. Such a measure is simply fatal to the true interests of education in this Province, for it really only means that Government institutions are to be consigned to that poverty of means and talent which, as a rule, characterizes grant-in-aid schools, without giving them that liberty of action which alone hitherto has made private enterprise in this country ostensibly successful. The true policy, in my humble opinion, is, whilst in every legitimate way encouraging private Managers of schools, to strengthen the Government system with the view to its *perpetuation* as a model, till such time as the NATION is able to take education into its own hands, when it will still remain Governmental, though *representative*. In the meanwhile, till our expenditure on education equals, at least, that of the canton of Zurich, it is positively disastrous to be led away by the will-o'-the-wisp of private scholastic enterprise in a Province like the Panjab.

25. I intended to submit to you a complete scheme of college education, but my ill health
Conclusion. must plead as my excuse for breaking off in this place.

G. W. LEITNER,

Principal, Government College, Lahore.

DEHLI COLLEGE.

Principal—C. R. COOKE, Esquire, B. A.

I have the honor to submit my annual report for 1868-69.

2. In order that the progress of the year under review may conveniently be compared with that of former years, I will follow the practice of my predecessor, and report (1) on the results of the several examinations at which students of the Dehli College and Schools have competed, and (2) on the success which these institutions have attained in their function of preparing young men for life.

3. The examinations of the year may be divided into *University* and *Departmental*. With regard to the former, I believe I shall be able to show that the success of the Dehli College has been above the average both of the Panjab and of the entire Bengal Presidency, and fully equal to that of previous years. The table here appended gives the results of the examinations for Entrance, First Arts, and B. A.

	No. of candidates.	PASSED.				
		1st division.	2nd division.	3rd division.	Total.	Per cent
All Bengal Presidency	1,734	146	435	311	892	51
All Panjab	78	3	17	18	38	49
Dehli College School	10	2	5	0	7	70
All Bengal Presidency	423	12	81	103	196	46
All Panjab	11	1	0	3	4	36
Dehli College	4	1	0	2	3	75
All Bengal Presidency	174	14	33	30	77	44
All Panjab	1	0	1	0	1	100
Dehli College,	1	0	1	0	1	100

From the *percentage* column of the above table it will be seen that although in both the Entrance and First Arts Examinations the Panjab generally is below the average, the Dehli College is in one case 19 and in the other 29 per cent. above it.

4. The only Panjab candidate for the degree was Sri Ram from Dehli, and he passed in the 2nd division. He failed last year, and I have therefore the greater pleasure in now reporting that it was by a very few marks only that he missed being placed in the 1st division. He is a fair English scholar, and if he had the opportunity of steadily reading for a couple of years more, he would, I am confident, take his M. A. degree with credit. He was indeed very anxious to continue his studies in the college; but I could not encourage him to do so, as, with a single Professor and four full classes, it would be folly for us to attempt to undertake extra work.

5. The results of the First Arts Examination this year are, as far as this college is concerned, extremely satisfactory. We sent up four candidates, of whom three were successful; the fourth, who had always stood second in the class, and whom we certainly expected to pass creditably, disappointed us. Two out of the three were placed in the third division, while the third, Hukm Chand, stood fifth in the 1st division—a higher place than has ever been taken by a Panjab student in this or any other examination of the Calcutta University.

6. In the Entrance Examination three failed out of ten who went up; but although this is a larger proportion of failures than last year, when 11 passed out of 12, yet the percentage, 70, which measures the success of the Dehli Collegiate School, is 21 per cent. in excess of the measure for the whole Panjab. Further, it is satisfactory to note that the seven Dehli boys who were successful, all passed well, two in the first division and five

in the second. They stood 2nd, 3rd, 5th, 7th, 9th, 11th, and 17th, among the thirty-eight successful men of the Panjab. The success of this class reflects the greatest credit on the Head Master, Mr. C. S. Kirkpatrick, who (with the assistance of the 2nd master or rather of several 2nd masters) prepared them for their examination under somewhat difficult circumstances, which he describes in the following words :—

“ During the year under report there have been many changes in the staff. This perhaps was unavoidable, but it cannot but have proved detrimental to the school to undergo so many changes of teachers. Lala Sugar Chand, B. A., left in May 1868 for Rewari; Mr. Hamilton in July of the same year; Maulavi S'adat 'Ali Khan in the same month; his brother, Maulavi Ahsan 'Ali Khan, not long after; Mr. Rebsch, in November; Lala Rajju Mal in December; and Messrs. Scott and Moor in February 1869. The 2nd and 3rd classes have suffered most from this, for during the past year there have been no less than SEVEN second and third masters.”

7. All the seven men who matriculated in December last have entered the college and are reading for the First Arts Examination of 1870. They have elected to take up Sanskrit as their second language in preference to Arabic, and I have made a temporary arrangement for them to receive instruction from the Head Pandit of the Aided Sanskrit School lately established in the city. I trust, however, that the appointment of an Assistant Professor of Sanskrit will soon be sanctioned.

8. Before leaving the subject of the University Examinations, I will refer to the award of the Government scholarships which is made on their results. Three senior and eight junior scholarships were competed for by the affiliated colleges of the Panjab; of these two of the former and five of the latter were gained by the Dehli College.

9. I have much pleasure in reporting that a scholarship of Rs. 35 per mensem has been founded in the Dehli College by Mrs. Bathoe, widow of the late Mr. Charles Gubbins Bathoe, of the Bengal Civil Service. The trustees are the Commissioner of the Dehli Division (*ex-officio*), the Inspector of Schools, Ambala Circle (*ex-officio*), Nawab Ziya-ud-din Khan, and Lala Salig Ram. The scholarship, tenable for two years, is to be awarded to “that one second year student of the Dehli College who shall stand highest in the First Arts Examination latest held in the Calcutta University, or to that one second year student of the Dehli College who shall stand highest in the First Arts Examination latest held of a Provincial University, should such be founded in the Panjab.” The first scholar elected for two years from 1st January 1869 is Hukm Chand, who passed the First Arts Examination in December last.

10. I should not omit to notice in this place the liberal donation of Lala Wazir Singh, who has placed at my disposal funds sufficient to provide two scholarships, of 10 rupees each, tenable for one year, and to be awarded to such deserving students of the college as I shall recommend. Such an act of generosity on the part of Wazir Singh is the more marked that he already incurs a considerable monthly outlay on his own schools, which I shall notice further on.

11. I will now proceed to collate the results of the two half-yearly examinations, in which the students of the college are required to compete with the other college classes of the Panjab.

The first of these was held in July last. In the 4th year class there was only one candidate, Examination of July 1868. Sri Ram; he passed in all his subjects.

In the 3rd year, four out of five candidates belonged to the Dehli College; of these Nand Kishore stood first in English, Yusuf 'Ali first in Arabic and in Logic, Shoo Nath first in History.

In the 2nd year, out of the eight students who presented themselves, three were from this college; and of these Hukm Chand stood first in English, Mathematics, and History.

In the first year there were nineteen students in all the Panjab, of whom nine were from the Dehli College. Madan Gopal stood first in English and in Mathematics, Shib Chandra Bos first in Arabic, and Shun Jas first in History.

In the Departmental Examination of December 1868, July, the first and third year college Examination of December classes presented themselves, the other two being engaged in University Examinations. In the first year there were in all the Panjab twenty-three candidates, and of these the following Dehli students stood first in the several subjects: Shib Chandra Bos in English and in Arabic, Keshi Singh in Mathematics, Kashi Nath in Philosophy, and Madan Gopal in History.

In the 3rd year there were only five candidates, all except one from the Dehli College, and I may here remark that it has been unfortunate for this class that they have had so little competition out of their own college. Yusuf 'Ali stands first in English, Arabic, and History, and Nand Kishore (taking 78 marks out of 100) stands first in Mathematics.

The second year class, now containing eleven students, will go up for the First Arts Examination in December next. They are all men of average intelligence and industry, and may all get through, but I do not anticipate that they will distinguish themselves in any marked way.

The 3rd year class will be candidates for their degrees in January 1870; two out of the four may, I think, be considered safe; of the other two, I would prefer to pass no opinion at present.

12. In concluding this review of the results of the examinations of the past year, I submit that the success of the Dehli College has been in no case below the average of other colleges or other years. We have made no ambitious attempts to do more than carry out the conditions of our affiliations to the Calcutta University, and indeed with our very limited staff it has been no easy task to direct the reading of four classes, each in five different subjects. I have already stated that I have found myself obliged to relinquish the idea of carrying a student beyond the B. A. degree. This is a matter of serious regret, for I consider that to a man who has taken a creditable place in the B. A. list, two years devoted to the study of one particular subject (whether English or Mathematics or History), as required for the M. A. degree, would be of the very highest importance.

13. Before I proceed to consider the efficiency of the Dehli College as an institution preparing young men for life, I would draw your attention to the following table, which gives the number on the rolls and the average daily attendance at the present date as compared with last year :—

Name of class.	31st March 1868.	31st March 1869.	
5th year class	1	0	N. B.—These are all matriculated students who attend regularly for five hours daily.
4th " "	1	4	
3rd " "	4	2	
2nd " "	6	11	
1st " "	14	8	
Total	26	25	
Average daily attendance	25	23	

14. Of the 26 students whose names were borne on the rolls at the beginning of the year, the following have left the college :—

Bharon Parshad	... B. A. 1868 ...	3rd Master, Dehli College School, on Rs. 180 per mensem.
Sri Ram	... B. A. 1869 ...	Assistant Professor, Dehli College, on ,, 140 ,,
Tulsi Ram	First Arts 1868	Studying at the Rurki College with a scholarship of Rs. 50 p. m.
Sheo Dyal	Entrance 1866	Translator in <i>Koh-i-Noor</i> Press, Lahore, on Rs. 50 per mensem.
Khettar Chandra		Assistant Master, Karnal Zil' school, on ,, 35 ,,
Omrao Singh	1867	Head English Teacher of the Anglo-Sanskrit School, Delhi, on Rs. 40 per mensem.
Sham Nath		Assistant Munshim at Fyzabad, on Rs. 50 per mensem.
Girdhari Lal		Preparing for the Pleaders Examination of 1869.
Kishori Lal		Assistant Master, Allahabad School, on Rs. 35 per mensem.
Ganga Parshad		Dead.

It will be observed that of these ten men, seven have taken employment on an average salary of over Rs. 75 per mensem, and two are studying elsewhere for special examinations. By the death of Ganga Parshad we have lost one of the most promising of our first year students; at the Entrance Examination of his year he stood first in the Punjab, and was awarded the Arnold Medal.

15. Referring to boys of the zil' school who have obtained employment, Mr. Kirkpatrick writes—"A great number has been employed on the line of Railway just opened between Ghaziabad and Ambala, as Assistant Station Masters, Booking, and Goods Clerks, &c. It is impossible to ascertain the nature of employment and salary of every ex-student."

From further enquiries which I have made I find that nine students who have left the upper school, and whose present employment is known, earn an average salary of Rs. 24-7-0 a month; three of these are employed in the Educational Department, four in the Railway, one in the Public Works Department, and one as Regimental Clerk at Rurki. There are also several others who are working as probationers in various offices. Students, both of the college and school, have little or no difficulty in obtaining immediate employment on leaving. As far as appointments in the Educational Department are concerned, I shall be glad to see a rule laid down by which no candidate shall be considered qualified for employment in any but the lowest grades, unless he shall have passed at least the First Arts Examination. The standard is not by any means too high, and may in a few years be raised to that of the degree.

16. The new arrangement, by which the collegiate school was last year divided into an upper, a middle, and a lower school, works admirably. The chief reason for the success of the scheme is that it gives a responsible head to each of the three departments.

Dehli collegiate school.

The upper school, containing 3 classes and 73 boys, is under the immediate superintendence of the head master, who also supervises the two lower departments.

Upper school.

The middle school has been placed under the charge of Munshi Kanhaya Lal, lately Assistant Master and Boarding House Superintendent of the Agra College. The school has been divided into an Arabic and a Mathematical Department, and the instructive staff thoroughly reorganized.

Middle school.

Twenty-eight students were sent in to the middle school examination held here in January last. Ten passed by the standard of 4th per cent. on the aggregate number of marks obtainable for all subjects; one of them, Ghamandi Lal, taking the first place in the Panjab. I think it probable that a very much larger number of candidates will be prepared to present themselves for examination next December, and I trust with more marked success.

Middle school examination.

17. With regard to fees in the upper and middle schools, Mr. Kirkpatrick has been at some pains to raise them to a more satisfactory amount than it has hitherto been found possible. I will quote his remarks on the subject. "The average rate of fees is in the upper school 15 annas 4 pies, and in the middle school, 6 annas 10 pies. From several boys who were free formerly, and several who paid very small fees, I have been obliged still to take less than the minimum amount. I am always very careful to exact fees from all who can pay them, and hope to be able to report next year that the average rate is higher. You will observe that it is now in the middle school 14, and in the upper school more than, 30 per cent. above the minimum* rate."

Increase of fees.

The lower department of the zil' school is purely vernacular, and like the rest of the vernacular schools is supported on the grant-in-aid principle. On the 1st January last, new teachers were appointed, and the school placed on altogether a better footing; the consequence has been that the number of pupils has since that date increased from about 40 to over 100.

Lower school.

The Head Teacher, Muhammad Hayat Khan, is well spoken of by Mr. Kirkpatrick.

18. At the commencement of the year under report there were three branch schools in Dehli, but it has been considered expedient to close two of these, viz., the Pipal Mahadeo school, under the patronage of Rajahs Debi Singh and Salig Ram, and the Darfai school, of which Rai Sahib Singh was the patron. From the former of these most of the boys were admitted into Lala Ishri Parshad's aided school, and from the latter a great number were drafted into the zil' school. *There now remains only the Chelon-ka-Kucha branch school*, the highest class of which corresponds to the first class of the middle school. The work has been satisfactorily done during the year, and the school has been well looked after by the patron, Lala Wazir Singh.

Branch schools.

19. There are three Anglo-vernacular and eight purely vernacular aided schools open to my inspection in the city. The Anglo-vernacular schools are Lala Wazir Singh's school in Nil-ka-Katra, Lala Ishri Parshad's school in Charkhawala, and the Anglo-Sanskrit school in the Chandni Chauk.

Aided schools.

Three Anglo-vernacular schools.

20. The Nil-ka-Katra school is in a satisfactory condition, and well cared for both by the Manager and the teachers. Wazir Singh has increased his monthly subscription from Rs. 30 to 35, the fees amount to Rs. 25, and the Government grant is Rs. 60 a month. I should not omit to notice that the rate of fees in this school is above the average of schools of the same class. At the annual examination in December last this school passed better than any other school in the city, and the teachers are deserving of commendation.

Wazir Singh's school.

21. The Charkhawala school keeps up its numbers, and has lately had an increase of pupils from the closing of one of the branch schools which was situated in the vicinity. Bashi Lal, the head teacher, is an ex-student of the Dehli College, who passed the First Arts Examination in 1866. Ishri Parshad does much by his frequent visits to keep up the efficiency of the school. His subscription is Rs. 35 a month, and the fees amount to Rs. 22.

Ishri Parshad's school.

22. The proposal to establish a Sanskrit school in Dehli originated with Lala Rami Mal, a native gentleman, who offered to subscribe Rs. 50 a month towards this object, other persons put down their names for smaller sums, and the total amount subscribed was over Rs. 100 a month, the subscribers undertaking to continue their

Anglo-Sanskrit school.

Minimum rate fixed—Upper school 12 annas
Middle school 6 "

payments for five years. The school was opened on 1st of February last, and a Committee of four of the subscribers have undertaken the active management. A competent staff of Pandits has been appointed, as well as of English and Persian teachers. The school promises well, and is exceedingly popular; it has already more than 120 names on the rolls. The Committee is composed of Lala Rami Mal, Rai Chunna Mal, Lala Mahesh Das, and Pandit Sheo Charan, all men who take great interest in the welfare of the school, and to whom credit is due for their exertions. Lala Wazir Singh's name should also be brought to notice in connection with this school, for, though he is not on the Committee of Management, he has, besides subscribing handsomely, placed a capital house at the disposal of the school at a nominal rent.

23. I do not consider the state of the vernacular schools to be altogether satisfactory, and I have already addressed to you a separate communication on the subject of their reorganization. You have sanctioned my proposals, and I hope to bring the new scheme into operation immediately. The two vernacular schools which were situated in the suburbs of Pahargunj and Telowara have been made over to the Baptist Mission; for it was impossible for me to exercise any thing like a proper supervision over them, located as they were at so great a distance from the city. There are now remaining eight of these schools, all situated within the walls. I consider them equal in importance to schools of higher grades, and trust I shall be able to report more favourably of them next year.

24. We have at present 16 boarders, all boys sent in from the district by the Inspector of the Ambala Circle, and receiving stipends. Several applications for admission have been received from other boys; these will be admitted as self-supporters as soon as we can find accommodation for them. At present three rooms in the college building are used for the boarding house. Fifty rupees a month have been sanctioned from the endowment fund to cover the expenditure, which includes the pay (Rs. 20 a month) of a Superintendent; and Pandit Ganga Jiwan, of the Delhi Normal school, has been put in charge. This institution will, I am confident, be most beneficial, and has already become very popular. I hope before next year that we shall be able to secure a more commodious building, and none would suit us better than that occupied by the Normal school. It is in the college compound, and will accommodate a large number of boys, besides providing a room or two for the use of the Superintendent.

25. Cricket practice has been kept up with great regularity, and Mr. Kirkpatrick devoted much time and trouble to preparing an eleven to meet the Agra College. It has been impossible however to keep the ground in good order during the past season, when we have had little or no rain, and the canal water has been so seldom available. Mr. Kirkpatrick remarks as follows:--

"Cricket is played with great *shauq*. The ground attached to the college is by no means a good cricket ground, being full of the foundations of walls and stones. The canal water too has hardly ever come in. Since the removal of the first class of the middle school to the *Chanori Bazar*, I have obtained permission from the officer commanding the station for the boys to play cricket on the *Champs de mars*. The eleven went down to Agra to play the Government College, but were well beaten, being clearly over-matched. There is, I am sorry to say, no Club here or any where near with which the college could play. I think I ought to point out that Hukm Chand, who passed the First Arts so successfully, and Babu Mal, Hukm Chand, and Jagdis Rai, who passed the Entrance Examination, are regular attendants at cricket."

26. In bringing to your notice the services of the instructive staff of the college, I would beg particularly that your thanks be given to Professor Ellis. He has worked with unceasing energy throughout the year, and the success of the First Arts and B. A. students will bear testimony to the efficiency of his teaching. Moulavi Ziya-ul-din, Assistant Professor of Arabic, has ably maintained his reputation as a teacher. He is, I think, entitled to the full sanctioned pay of his Professorship.

Bharon Parshad, B. A., acted as Assistant Professor of Mathematics for some months. Sri Ram, B. A., now holds the appointment. They have both performed their duties in the most efficient manner.

I would also desire to acknowledge the services of Sri Ram as Librarian. He has shown his peculiar qualification for the charge by the perfect order in which he made over the books to his successor, Yusuf Ali.

27. I turn to the School staff. I have already alluded to the success of Mr. Kirkpatrick's class in the Entrance Examination. He has shown peculiar good sense in the management of the school, and the arrangement of the classes. He has also been very successful in improving the discipline throughout the school, and as regards a respectful bearing towards their teachers, the contrast between his classes and those, not only of the lower school,

but also of the college department, is very marked. With regard to the subordinate staff, Mr. Kirkpatrick reports that all the teachers have worked well, and particularly acknowledges the services of Mr. Rebsch, Bharon Parahad, B. A., Amir 'Ali, Brij Balah, Latif Husein, Jamna Das, Baldeo Sahai, Hukm Chand, and the Writing Masters, Madan Mohan and Jiwan Lal.

28. I cannot conclude this report of my first year's incumbency without expressing my sense of obligation to my predecessor, Mr. Willmot. All who have been connected in any way with this college, whether as professors, or teachers, or students, will join with me in bearing testimony to the eminent ability with which, in spite of many and great difficulties, he raised the college and school of Dehli to that state of efficiency which for successive years drew forth expressions of approbation from His Honor the Lieutenant Governor, as well as the late Major Fuller, and yourself. I take but little credit to myself for the success which has attended the college during the past year; it was a comparatively easy matter to carry on the work when the foundation was so perfect. The credit of laying such a foundation is entirely due to Mr. Willmot.

C. R. COOKE,

Principal, Dehli College.

AMBALA CIRCLE.

Inspector—E. WILLMOT, Esquire, B. A.

I have the honor to submit my annual report on popular education in the Ambala Circle of the Panjab for the year 1868-69.

2. I began my tour of inspection in the middle of October, but being incapacitated for locomotion by a severe wound, I was compelled to remain stationary till the 10th of November. I remained in camp till the 17th of April, and was able to go through my circle almost from end to end. I examined every school of every district in it, with the exceptions of all those of the Sirsa District, and three or four of the Hissar District; these I was most unwillingly obliged to omit, being summoned from Hansi as a witness in a prosecution by the Crown before the High Court at Delhi.

3. I beg to call your especial attention to such portions of this report as treat of the town and village schools; I have attempted to lay down the absolute and relative positions of all the schools in all the tehsils of all the districts comprised in the Ambala Circle; and I think that whatever may be the value of such returns at the present time, they will form very reliable *data* by which the state of education in the Ambala Circle at any future date may be compared with the same at the close of the year 1868.

4. The schools in this circle are (i) the Normal school at Delhi; (ii) the zil' schools at Rewari, Jhajjar, Rohtak, Bhewani, Jagadhri, Ropar, Karnal, and Simla, and their branches; (iii) town schools; (iv) village schools; (v) grant-in-aid schools; (vi) female schools; (vii) jail schools; (viii) indigenous schools. I proceed to notice them in the order of their importance.

5. In the Normal school the number of students on the rolls is 72; of these 25 belong to the Normal school proper, and the remainder to the rudimentary classes. The average attendance for the year 1867-8 was 57, that for the year under report is 56. Of the students attending the school 33 are teachers of village schools, sent in by District Officers to be trained; 23 are candidates for teacherships, selected by the Inspector; and 4 are non-stipendiary.

Seven students from the Normal school proper submitted themselves for the half-yearly examination, held in October 1868, for certificates, and were all successful, five passing in the third grade and two in the fourth. From the rudimentary classes 33 men went up for the Entrance Examination; of these 11 were successful and obtained certificates. The following is a comparative table for the years 1867-68 and 1868-69 :—

Date of the examination.	No. of candidates.	a grade.		Total passed.	Total failed.	REMARKS.
		III.	IV.			
April 1867	...	3	...	3	...	Besides these, 22 passed Entrance, gaining the usual certificates.
October "	16	6	7	15	1	
April 1868	...	4	2	8	...	Besides these, 27 passed Entrance, gaining the usual certificates.
October "	...	5	2	7	...	

Prizes for special proficiency, amounting in all to Rs. 53, were awarded to the following students :—

	Rupees.
Tej Ram	15
Shadi Ram	12
Rahmat Ulla	10
Barkat Ali	11
'Azam 'Ali	

During the year under review, three head masters have had charge of the school—

Notice of masters of the Lala Piyare Lal, whose transfer to Lahore on special duty deprived Normal school. me of the services of perhaps the most valuable Educational Officer in the Ambala Circle; Mr. Staines, and Lala Bharon Parshad, B. A. All three have directed the institution to my satisfaction. The exertions of Lala Pirthoo Dyal, the second master, are very highly commended in the annual report of the head master.

6. Of the zil' schools of the Ambala Circle, that of Rewari only (I exclude Dehli)

Zil' schools, superior and inferior. is a *superior* school, *i. e.*, is qualified to instruct up to the Calcutta University matriculation standard. The rest of those named in

para. 4 are *inferior* zil' schools, teaching up to what may be called the middle standard. From the beginning of the year 1869-70, two more schools will be advanced to the superior

Fees, attendance, &c., compared with last year. grade, *viz.*, those of Karnal and Rohtak. The appended table shows the comparative states of the zil' schools of this circle for

the years 1867-68 and 1868-69, as far as attendance, cost to Government, and fees are concerned.

NAME OF SCHOOL.	No. of rolls.	Average attendance.			Total fees in												Average annual fee per boy.												Annual cost to Govt. per head.											
		1867.	1868.	Diff.	1867-68.												1868-69.												1869-70.											
					R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.	R.	A.	P.												
Rewari "	76	61	61	3	144	14	6	153	15	6	+9	1	0	113	4	2	0	5	+0	3	151	3	9	79	6	0	28	2	3											
Sindla	108	54	90	+36	171	15	0	193	6	0	+21	7	0	2	111	112	10	-0	5	133	5	9	27	3	0	6	2	9												
Jagadhri	122	95	92	-3	116	2	0	260	13	0	+144	11	0	1	0	7	2	2	+1	1	632	7	230	14	0	-1	9	2												
Rupar "	94	80	73	-7	31	13	0	89	0	0	+57	3	0	0	4	10	0	15	+0	10	421	12	729	3	0	+7	6	5												
Karnal	66	51	49	-2	157	5	0	219	2	0	+61	13	0	2	2	0	3	5	+1	3	133	9	142	11	0	+8	1	11												
Rohtak	89	62	68	+6	273	1	0	322	15	0	+49	14	0	3	10	3	3	10	-0	0	241	12	543	12	0	+1	15	7												
Bhewani	151	58	122	+64	29	5	0	114	11	0	+85	6	0	0	6	16	0	12	+0	5	440	3	919	6	0	-20	13	9												
Mhajjar	153	132	138	+6	173	8	0	156	12	0	-16	12	0	1	1	9	1	0	-0	1	515	6	213	0	0	-2	6	2												
Total	859	596	693	+97	1097	15	6	1510	10	6	+412	11	0	113	5	2	210	+0	5	539	3	439	11	0	+6	7	8													

* The Rewari zil' school, being a superior zil' school, *i. e.*, educating up to the Entrance Calcutta University standard, exhibits, in consequence, a much higher annual cost to Government per head than the other (inferior) zil' schools.

The results exhibited in this table are, I submit, most encouraging; for (i) while last year I had to chronicle a general decrease in the average attendance of 14 per cent., this year shows on the contrary an increase of more than 16 per cent.; again, (ii) the total amount of fees also has been increased by 57½ per cent.; and (iii) the total cost to Government per head, always extremely low, has not been increased by more than 14 per cent., *i. e.*, by seven annas eight pie per boy educated. To give these statistics their full force it is necessary to bear in mind that through the whole of the area at different points of which these eight schools are situated, a most grievous famine prevailed continuously for quite two-thirds of the year under report—a circumstance not likely in any way to favor augmentation either of fees or attendance.

7. The Rewari zil' school is generally in fair order. Two boys were unfortunately

Superior zil' school & Rewari; Calcutta University Entrance Examination; middle-school examination; scheme of studies not properly carried out; masters deserving commendation. permitted to sit for the Entrance Examination of the Calcutta University; both failed. I think that the head master was somewhat too sanguine as to the success of these students, and would have done better by keeping them back for the examination of December 1869. In the middle school examination, five boys were put forward; of these one passed in all the subjects, and three gained "40 per cent. on the aggregate number of marks obtainable for all subjects."

With regard to the progress of the different classes of the upper, middle, and lower schools, I am fairly satisfied; but the school has undoubtedly suffered generally from the looseness with which a most admirable scheme of studies has been carried out. In the lower school especially I was much disappointed to find that *English School Book* and *Primer* had been

substituted for Gulistan and Elementary Persian. This mistake, I trust, will not occur again. The masters of this school worthy of commendation are—first, the head master, Lala Sagur Chand, B. A., and after him his assistants, Lalas Sheo Parshad and Sukh Deo Singh.

The branch schools connected with the zil' school are doing very satisfactory work, especially that of Abdul 'Aziz. The Local Committee of Public Instruction is, so to speak, nugatory, neither assisting nor obstructing the head master.

8. The appended table shows the results of the middle school examination; too great reliance must not be placed on it as a comparative statement, inasmuch as some of the schools sent forward boys from their upper divisions to take part in an examination intended for middle divisions only.

NAMES OF SCHOOLS.	No. of candi- dates.	Passed in all subjects.	Obtained 40 per cent.	FAILED IN				
				English.	Urdu.	History and Geo- graphy.	Arith- metic.	Persian.
Karnal	16	3	6		8			
Rupar		1	3		2	1	2	
Rohtak	7		2		5	1	2	
Jhajjar			1		3	1	3	
Jagadhri			4		3	...	2	
Bhowani						..	..
Simla						...	..
Total	39		16	16		5	17	

I cannot consider the above results satisfactory, though doubtless the examination (the first of its kind) was a very trying one. I now proceed to a detailed review of the several inferior zil' schools; it will be seen that they are not by any means in such satisfactory condition as they might be. The head masters have generally shown such childish want of method and discipline, such a perfect misconception of the responsibilities of their offices, that I doubt whether I shall be able to proclaim the schools in proper order before my report for 1870-71.

9. The Karnal zil' school is as marked an instance of mismanagement as any. The head master had most injudiciously kept up the 3rd class of the upper school contrary to the intention of your scheme of studies and to my own orders. Thus the middle school (*i. e.*, the school proper, for no upper school is recognized) has suffered. I find in my notes that the first class failed in Grammar, Arithmetic, and Translation from Urdu into English, had no knowledge at all of notation, and were not up to the standard in the other subjects. All the other classes also were backward, with the exception of the 2nd, which was in pretty good order.

The head master had most foolishly divided three of the classes of a school of 51 boys into six divisions, thus halving the efficiency of the masters, and most unnecessarily complicating a very simple scheme of instruction. I think Lala Girdhari Lal's mistakes, to call them by no worse a name, have been very detrimental to the well-being of the school in his charge, and I should regret to see him resume the post of head master of any zil' school in the Ambala Circle. I can commend no master of the Karnal school except Mithu Lal, who has since been transferred on promotion to Rupar.

I append my remarks on the branch schools of Karnal, examined in November, as an instance of the condition of branch schools generally, and of my manner of inspecting them.

Central branch.—On the rolls, 52; average attendance, 47; fees Rs. 4; cost Rs. 52 per annum. The first class of ten, called the 4th class of the middle school, read, spell, and explain the English Primer pretty well; the

generality could not write two lakhs two thousand and fifteen; only a few could write down the short items of a division sum, and only two worked it correctly. The class should be called the second class of the lower school, and should be carefully taught the prescribed course, the fact of the branch being a feeder to the zil' school never being lost sight of. An easy dictation was pretty fairly written in a free hand by one-third of the class, passably by a second third, and very badly by the remainder, the best boy of all (one Munshi) read I find some years ago for a considerable time in the zil' school. The next class, to be in future called the third of the lower school, could spell the words on the first ten pages of the Primer and give their meanings, but knew no Notation, Arithmetic, or Geography; their Persian dictation was, as they were examined, very correct, but more than half the class had brought no slates or pencils, and were therefore not examined. The last class consists entirely of beginners. Generally I think the school is in an unsatisfactory state—Arithmetic, Geography, and Persian have been entirely sacrificed to a little English. The head master of the zil' school has been instructed to see that the branch school fulfils its proper function of a branch. Moreover, the expenditure of this school is enormous; Rs. 52 per mensem for the instruction of 47 small children is preposterous. The head master of the branch has been warned that his pay will be reduced, or his appointment forfeited, unless the school shows more progress in future.

Qalandar branch.—No. on the rolls, 51; average attendance, 44; expenditure, Rs. 6 per mensem; fees, 12 annas. In the first class of five all did a multiplication (by 19) right, and all made but one mistake in a fairly difficult dictation. No Geography has been taught as yet, as the maps have not been procured through my office. Three read "Muntakhabat Farsi" very well, the rest fairly; one read very quickly a piece of an Urdu book unseen before, and the rest could make it out though with less facility. The rest are mere beginners, as the school has been established only a few months.

Paharganj branch.—Nagri and Persian branch. No. on the rolls, 45; average attendance, 37; expenditure, Rs. 18; fees, Rs. 2. In the first class (Nagri) of seven all but two failed in a multiplication sum. Three wrote a Nagri dictation without any mistake, and the rest with only one. They also read "Pritham Pustak" well, three especially so. In the first class (Persian) of four two wrote one lakh thirteen thousand and fifteen in figures correctly; and three could do subtraction. One only wrote an easy Urdu dictation right, two respectably, and the fourth badly. Two boys also could flounder about the first seven pages of the English Primer.

Chakla branch.—No. on the rolls, 47; average attendance, 35; fees, Rs. 2; cost, Rs. 16-8 per mensem. In the first class of six a subtraction sum was worked by two, a dictation of little words, such as *ghar jao*, was written correctly by two. "Muntakhabat Farsi" was fairly read by the class generally. The rest were but beginners. The school must be worked up, as its results are not adequate to its expenditure.

Qanugoyan branch.—No. on the rolls, 35; average attendance, 28; expenditure, Rs. 16; fees, 0. Two boys solved an addition sum correctly. None were able to write at all, they could read "Muntakhabat Farsi" fairly, and spell short Persian and Urdu words with moderate speed and correctness."

I am glad to be able to report that the Local Committee does its duty; Lala Sanjhi Mal, B. A., and Joti Parshad, are especially zealous.
L. C. P. I., Karnal.
Lala Sanjhi Mal, B. A., and
Joti Parshad.

10. The Rugar zil' school has been singularly unfortunate. It was thought necessary at the beginning of the year under report to place a scholar of high attainments in the head mastership, as, from the town's being the head-quarters of the Sirhind Canal, there was likely to arise a very great and sudden demand for highly educated young men.

Lala Thakur Das, B. A., was selected for this post, for which his recent success in the Calcutta University Examination well qualified him as far as scholarship and accomplishments generally were concerned. He failed, however, in the decision and general force of character which is required for a head mastership of a new school in a jealous, not to say reluctant, town like Rugar.

REPORT OF INSPECTOR, AMBALA CIRCLE.

Thakur Das was in October 1868, at my suggestion, replaced by 'Inait-ul-Rahman, of the Delhi College; his qualities I, as ex-Principal of that college, thought I knew. But on my visit, six months after his appointment, when he had had plenty of time to make his influence felt, I found the school in the most disgraceful disorder; classes had been formed of the most heterogeneous materials; the scheme of studies laid down by yourself had been totally ignored; the books prescribed had never been introduced. One class had no English; another no Persian; another no Arithmetic; all no Grammar. I at once (during the examination) wrote to you to sanction the head master's immediate removal; on the next day I received a petition from the Local Committee Public Instruction, written long before, bringing very serious charges against his moral character. These are now investigating; but whatever may be the result, 'Inait-ul-Rahman has proved himself totally unfit for the responsibility of the head mastership even of a village school.

The branch schools are emerging from a chaotic state, and will, I think, become useful
Branches (Rupar). feeders to the main school.

The Local Committee of Public Instruction appears to me to be doing nothing. It would be an absolute drag on the local Educational Officers, were it not that two members, Tehsildar Ojagar Mal and Sub-Assistant Surgeon Radha Kishn, are most intelligent and energetic members.

11. The Jhajjar zil' school is ruined by the niggardliness of the population in which it is situated. The inhabitants of the town and its vicinity are no poorer than those among whom other zil' schools have been placed. But the Jhajjar school is the only zil' school in the Ambala Circle whose branches or lower division are not supported (as Aided schools under Act V) by local contributions. The Local Committee of Public Instruction has, after considerable coercion, collected a lump sum of Rs. 66, but cannot be induced to promise any annual subscription. At my suggestion that Committee, though much averse to the measure, solicited the Municipal Committee to petition the Deputy Commissioner to allow Rs. 200 per annum from *chuangi* to be spent on education in Jhajjar itself. This they did, but Major Hawes did not accede to their proposition. The school will doubtless have to be reduced to the grade of a town school very shortly.

The head master has worked well, but does not seem to have discovered that zil' State of the school; the head schools are working under a revised system. I found he had not master (Radha Kishn). carried out in any appreciable way your scheme of studies, nor attached any importance to teaching the prescribed portions of the prescribed books in the several classes. In his annual report, dated the 10th of March, he still speaks of 9th and 10th classes, and strays on unconscious of the important changes which have been in orders for a year.

Branches (Jhajja). • The two branches, teaching 143 boys for Rs. 11 per mensem, are of course futile.

12. The Bhewani zil' school is improving fast. Hira Lal, the head master, has increased the average attendance from 58 to 122, *i. e.*, by 110 per cent.; and the fees from Rs. 29 to Rs. 114, *i. e.*, by 300 per cent. Of course with so great a proportion of new boys the lower division of the school greatly preponderates; but both Hira Lal and his assistant, Behari Lal, have worked well. The latter has received, at my recommendation, a very well deserved increase of pay, which I have no doubt will stimulate him to future exertion. The school requires nothing but a continuation of the labor hitherto bestowed on it, and a rigorous adherence to the scheme of studies, to which sufficient importance has not been attached, to take a very high position among the zil' schools of the Panjab.

The lower division of the school will be made more efficient by an increased expenditure, the municipal grant originally given to two female schools in the town having been diverted to the boys' school, and the Government aid likewise. The branch school is in a satisfactory condition: it really forms part of the main school, the tuition being carried on in the same building.

L. C. P. I., Bhowani.

13. The Rohtak zil' school, though generally it passed a bad examination, is in a better condition than would appear; for the head master has placed all the classes above their natural position; if every class were called by the number of the one next below it, I should have little to find fault with. As it is, no class has read any subject up to the standard laid down. I pointed this out to Mr. Wade, the head master, on my last visit to the school, and have no doubt that he will not again make the short-sighted mistake of sacrificing every thing to make his school look well in returns on paper. That he has taken great pains with the school is evident, and I regret his unfortunate folly which deprives him of good report.

I have to record that of the Oriental staff Saraj-ul-Haq has worked with great diligence, and is worthy of promotion, but that Achehlu Mal, of the English staff, does not in any way come up to my idea of an assistant master in a zil' seh.

Notice of masters; Saraj-ul-Haq commended, not so Achehlu Mal.

Great credit is due to the head master for the improved financial and instructional condition of the branch schools. All are really useful elementary schools, and will in time be of very great service to the main school.

Branches (Rohtak).

With regard to the Local Committee Public Instruction, I regret to have to subscribe to the opinion of the head master, who states that the members are listless, and totally deficient in any thing like interest in the educational work of the city.

L. C. P. I., Rohtak.

14. The Jagadhri zil' school, in spite of a most extraordinary neglect of the scheme of studies in nearly every one of the classes, is in a very fair condition. Work has been done in the school, though unfortunately much has been lost from its not having been done in the way prescribed. Nevertheless, I think Mr. J. Chandra Ghos, the head master, deserves commendation. I must see the progress of the classes for another year before I can call your special attention to any of the assistant masters. The branch schools, which at first suffered a good deal from the timidity of the *padthas* in the matter of fees, are at length recovering themselves, and I was glad to be able to reward two of the *padthas* for having supplied boys (from their branches) fit for the lowest classes of the main school. Of the members of Local Committee Public Instruction, three are commendable, Lalas Fateh Singh and Baldeo Singh, who have given houses for the use of the branch schools, and otherwise shown a proper interest in education generally at Jagadhri; and Syad Barkat 'Ali, the excellent tehsildar of the place. I have met no native district officer who knows the schools, the masters, and the boys of his district half so well as he.

Jagadhri zil' school.

The head master, J. C. Ghos.

Branches (Jagadhri).

L. C. P. I., Jagadhri.

Fateh Singh & Baldeo Singh.

Syad Barkat 'Ali.

15. The Simla zil' school labours under two considerable disadvantages as compared with other schools of the same class in the circle; first, Simla being the summer quarters of the Supreme Government, and a large sanitarium, besides there is a very great demand for half-educated youths as English or Persian writers in Government offices, banks, and shops; secondly, the boys from the mountain villages come to the school not knowing even the elements of Urdu, the tuition of which, prior to imparting knowledge through it, takes some considerable time. Mr. O'Connor, the late head master, was not the man to grapple with the singular difficulties of this school, and in consequence its condition now, as any time for the last three years, is not satisfactory. I trust that Mr. Scott, who replaced Mr. O'Connor on the latter's transfer to Karnal, will be able to make more of the somewhat unmanageable material of the school. The branch school, which since its foundation in 1865 has been aided under rule XIV, broke down for want of funds in July 1868, but was re-opened soon after, the Local Committee of Public Instruction responding very liberally to a call for subscriptions by the Deputy Commissioner.

Simla zil' school.

Mr. O'Connor.

Mr. Scott.

Branch (Simla).

L. C. P. I., Simla.

16. I now proceed to the town and village schools; in the examination itself and the preparation of the returns of the same I have spent far more labour and time than I shall be able to afford again probably for some considerable period. But I thought it most necessary once for all to lay down the absolute and relative value of every school of the town and village grades, more for the purpose of future reference than for present advantage. From the tables here appended it will be possible to see whether any division, district, tehsil, or individual school is in a state of educational progress or decline. I have felt, almost from the day I began the work

Town and village schools.

of Inspector that tables of average attendance and numbers of names enrolled (which, by the way, I do not believe to be in the least reliable) are not in any way criteria of educational advance or regress; but that the only way a school's value can be properly assessed

Method of valuation and comparison; by means of the Sadr examination of the upper classes, and the Inspector's examination of the lower.

is by discovering what amount of boys it turns out per annum qualified in certain subjects up to certain standards. (a) The standards I have selected for the comparison which I am about to lay before you are simple enough. In your scheme of studies for Vernacular

schools a certain course is prescribed for every class; a respectable knowledge of a particular subject, as prescribed in the scheme, qualifies a boy to my standard, and the boy is said to *pass*. The first three classes of Persian schools are examined on paper in the *Sadr* examination; the 4th, 5th, and 6th Persian classes, and the 1st, 2nd, and 3rd Nagri, are examined by the Inspector of Schools. I do not intend to enlarge upon the *Sadr* examination more than by giving a short abstract of the successes and failures of schools of the several districts of the Ambala Circle, partly because the results of that examination have already been submitted to you, but more especially because I believe that if the lower classes of schools be well taken care of, the upper are, so to speak, very likely to take care of themselves.

The appended table shows the number of boys who came forward from the several classes of the several schools to the *Sadr* examination, the average marks they made, and certain other particulars. It should be premised that the total number of marks obtainable is for the first class 500, for the second class 475, and for the third class 450.

The asterisk (*) denotes that the Head Master of the school and the Moharrir of the district should not have allowed the class to which the mark is attached to sit for the examination; much trouble would be prevented if more care were exercised in the selection of the candidates for this examination.

SADR EXAMINATION.

Name of District.	Name of School.	Town or Village.	NO. EXAMINED IN CLASS				AVERAGE MARKS GAINED BY EACH STUDENT OF CLASS			General average of marks (regardless of class) gained by each student.	Total No. of schools in the District.
			I.	II.	III.	Total.	I.	II.	III.		
17. Rohtak ...	Gohana ...	Town	1	4	3*	8	234	173	84	164	38
	Bahadurgarh ...	"	...	1	3	4	...	222	121	172	
	Kharkhanda ...	Village	...	...	1	1	...	...	121	121
	Asanda ...	"	...	...	1	1	...	...	129	129
	Mahm ...	Town	2	...	...	7	262	...	111	187
	Beri ...	Village	...	1	...	1	...	282	...	262	
	Badli ...	"	...	2	1	3	...	131	109	120	
	Silana ...	"	...	...	2	2	...	...	145	145
Total ...			3	8	16	27					
18. Dehli ...	Arab Serai ...	Town	2	...	4	6	271	...	151	211	61
	Najafgarh ...	"	4	2	...	6	221	192	...	207	
	Bahadurgarh ...	"	2	3	...	7	577	178	...	248	
	Fardahar ...	"	2	...	2	4	264	...	148	206	
	Mahrauli ...	Village	...	...	2	2	...	...	173	113
	Sunipat ...	"	3	...	...	3	231	...	...	231
	Total ...		13	5	10	28					
19. Karnal ...	Kaithal ...	Town	1	2	17	20	336	157	119	202	55
	Pundri ...	"	...	1	5	6	...	311	110	211	
	Panipat ...	"	...	...	4	4	...	...	164	164
	Sewau ...	Village	...	...	1	1	...	...	74	74
	Hatwala ...	"	...	...	3	3	...	...	131	131
	Kurana ...	"	...	...	1	1	...	...	133	133
	Kunjipura ...	"	...	...	1	1	...	...	124	124
	Total ...		1	3	32	36					

(a). It is proposed to lay down certain definite standards for the whole Province—vide para. 108.—W. R. M. HOLROYD, Director P. I. P.

Name of District.	Name of School.	Town or Village.	No. EXAMINED IN CLASS				AVERAGE MARKS GAINED BY EACH STUDENT OF CLASS			General average of marks (regardless of class) gained by each student.	Total No. of schools in the District.
			I.	II.	III.	Total.	I.	II.	III.		
20. Gurgaon	Firozpur	Town	4	6	4*	14	245	133	70	149	52
	Palwal	"	2	5	5	12	309	165	93	189	
	Farukhnagar	"	...	...	5	5	...	...	140	140
	Gurgaon	"	...	...	2	2	...	...	153	153
	Sonah	"	...	...	8	8	...	...	128	128
	Nuh	Village	...	2	4*	6	...	156	81	126	
	Hasanpur	"	...	...	3*	3	...	...	73	73
	Darulhara	"	...	...	2	2	...	...	143	143
	Total		6	13	33	52					
21. Ludhiana	Raipur	Town	1	1	2	4	307	231	101	219	75
	Gujarwal	"	...	...	6	6	...	...	96	96
	Jagraon	"	3	3	...	6	255	179	...	217	
	Itankot	"	2	...	3	5	171	...	111	141	
	Machhiwara	"	3	2	...	5	190	197	...	194	
	Khanna	"	...	2	5	7	...	163	...	163	
	Dharru	"	...	...	1*	1	...	...	84	84
	Piddi	Village	...	...	1	1	...	...	106	106
	Jaspal Bangar	"	1	3	...	4	327	190	...	258	
	Katra Charni	"	...	1*	...	1	...	91	...	91	
	Ber Khurd	"	...	...	2*	2	...	...	56	56
	Tihara	"	...	...	1	1	...	...	105	105
	Lilan	"	...	1*	...	1	...	105	...	105	
	Barwali Kalan	"	...	...	1*	1	...	...	52	52
	Risban	"	...	1	2	3	...	265	66	166	
	Sihala	"	...	...	1*	1	...	...	51	51
	Total		10	14	31	48					
22. Ambala	Burya	Town	4*	4	85	85	83
	Bilaspur	"	...	...	2	2	...	...	113	113
	Sadhaura	"	1	4	4	9	323	173	154	217	
	Manimajra	"	...	...	3	3	...	...	142	142
	Moranda	"	...	...	1	1	...	...	151	151
	Bharchi	"	...	2	...	2	...	220	...	220	
	Shahabad	"	...	1	9	10	...	214	108	161	
	Thanesar	"	...	1	2	3	...	126	134	130	
	Bilval	"	...	1	3	4	...	191	105	148	
	Mahlanwali	Village	...	...	2	2	...	...	138	138
	Chamkaur	"	...	...	1*	1	...	...	57*	57
	Singh	"	...	2*	...	2	...	105*	...	105	
	Kharrar	"	...	...	1	1	...	...	125	125
	Maloya	"	...	1*	2*	3	...	14	30	22	
	Daun	"	...	...	3*	3	...	...	79	79
	Syalba	"	...	...	3	3	...	...	107	107
	Ladua	"	...	...	4	4	...	...	139	139
	Jatidha	"	...	...	2	2	...	...	138	138
	Bita	"	...	...	2	2	...	...	173	173
	Pihua	"	...	...	5	5	...	...	141	141
	Total		1	12	53	66					
23. Sonala	(There are no schools in this district with classes higher than the 4th Persian).										
24. Hissar	(Some of the schools by some agent got possession of the papers before the examination, so that the examination of the whole district was of necessity cancelled).										
Grand Total			34	55	168	257					

25. A cursory inspection of the table will show that as far as the higher classes are concerned, the Gurgaon District is first, and the Ludhiana second,

Relative positions of the districts as far as the upper classes are concerned -

1. Gurgaon.
2. Ludhiana.
3. Delhi.
4. Rohtak.
5. { Karnal.
- { Ambala.

as from both a fair number of boys of all three classes came forward; that Delhi ranks third, being stronger than either Gurgaon or Ludhiana in the first class, but falling off in number and quality in the second and third; fourth comes Rohtak, and last Karnal and Ambala, both very weak except in their third classes. The most discouraging feature of the table is its *patchiness* ; in it many schools, with a fair first class, have either no second or

no third class, or with a full second have no first or no third. This in general results, doubtless, from the indolence of the school muharrirs, who ought to form the classes not only with a view to the present, but also to the future of the schools.

26. The following table shows the number of boys examined by me from the lower

Lower classes (town and village schools). classes, the number that passed in reading (Persian or Urdu according to the number of the class), in dictation, and penmanship, in Arithmetic and in Geography. To these I should have added History also, but for want of time.

HISSAR DISTRICT.

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village	By whom.	No of CLASS.		No. examined.	PASSED					Prizes awarded to.		
				Nagri.	Persian.		In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.		In all subjects.	
27. 1	Hissar	Town	Inspr. & Dy. Insp.	4	8	5	5	6	8			3	4	
				5	4	4	1	3	4			1	1	
				6	4	4	1	4	3			1	1	
				312	7	3	3	6	6			1	1	
2	Burak	Village	Ditto	5	3	3	3	3	1					
				6	2									
3	Kajla	ditto	Neither											
4	Bal Samand	ditto												
5	Chandriwas	ditto												
28. 6	Hansi		Inspr. & Dy. Insp.	4	2	1	2	2	2					
				5	3	3	2	3	3					
				6	5	5	5	5	5			2	1	
				3	2	2	2	2	2			1	1	
7	Jamalpur			4	3	3	1	1	1					
				6	2	2	2	2	2					
8	Sisai			4	1	1	1	1	1			1	1	
				3	4	4	3	4	3					
9	Dhauana													
10	Eas			3	3	3	2	2	1					
29. 11	Bhewani		Inspr. & Dy. Insp.	4	1	1	1	1	1					
	Tusham			5	3	3	1	3	3			1	1	
				6	3	3	2	2	2			1	1	
12	Kairu			3	3	3	3	3	3					
13	Bahl			3	9	6	6	6	6					
30. 14	Barwala			6	4	4	1							
15	Tohana													
16	Kapru		Inspr. & Dy. Insp.	5	1	1			1					
				6	2	2	1	2	2					
17	Kharak			3	2	2		2	2					
31. 18	Fatahabad		Neither											
19	Bhumana													
20	Ratya													
Total						57	51	60	68	62		19	23	

ROHTAK DISTRICT.

NAME OF TAMSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of CLASS.		No. examined.	PASSED						Prizes awarded to.
				Nagri.	Persian.		In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.	In all subjects.	
32.	1 Sampla ...	Bahadargarh ...	Town	Inspector	...	4	3	2	2	3	2	2	2
					4	7	3	3	5	5	...	2	2
					5	5	3	3	6	4	...	1	1
					6	6	2	2	1	1	...	1	1
					1	2	9	9	8	9	...	8	9
					2	3	18	15	17	15	...	10	13
	2 ...	Mandauthi ...	Village	...	3	6	4	4	4	3	...	3	3
	3 ...	Sampla ...	...	...	3	6	5	4	5	3	...	1	2
	4 ...	Kharkhanda ...	...	...	4	4	6	6	7	4	...	2	3
					5	3	3	3	3	3	...	2	2
					6	3	2	2	1	1	...	1	1
	5 ...	Asaunda ...	...	...	3	5	5	4	3	3	...	3	3
					5	2	1	1	1	1	...	1	1
					6	3	3	3	2	2	...	2	2
					1	1	1	1	1	1	...	1	1
	6 ...	Chhara ...	...	...	3	5	4	4	4	2	...	1	2
					6	5	1	1	1	1	...	...	...
					3	1	...	...	...	...	...	...	...
	7 ...	Sisana ...	...	...	6	4	3	4	2	3	...	...	...
	8 ...	Kanaunda ...	...	...	4	2	1	2	2	2	...	...	...
					5	1	1	1	1	1	...	1	1
					6	2	2	2	2	2	...	2	2
					3	4	3	3	1	1	...	...	...
	9 ...	Hasangarh ...	...	...	4	1	1	1	1	1	...	1	1
					5	2	1	2	2	1	...	...	...
					6	16	15	14	2	12	...	2	5
	10 ...	Khanda ...	...	...	4	1	1	1	...	...	...	...	...
					6	4	1	...	...	3	...	...	...
	11 ...	Dighal ...	...	...	5	2	2	2	1	2	...	1	2
					6	5	3	5	3	4	...	3	3
	12 ...	Farmana ...	...	...	5	1	1	1	1	1	...	1	1
					6	3	3	2	1	3	...	...	...
33.	13 Jhajjar ...	Guryani ...	...	...	5	1	...	4	...	...	...	...	...
					6	5	...	...	...	...	...	...	...
	14 ...	Birdhana ...	...	...	4	2	1	1	...	...	...	...	...
					5	1	...	...	...	...	...	...	...
	15 ...	Badli ...	...	...	4	4	4	3	2	4	...	2	2
					5	7	1	2	2	2	...	1	1
					6	3	...	3	...	...	...	...	...
					1	1	...	1	...	...	...	...	...
					2	2	...	2	...	...	...	...	...
					3	3	...	4	...	...	...	...	...
	16 ...	Jahangirpur ...	...	...	3	5	5	3	3	3	...	1	2
	17 ...	Silana ...	...	...	5	4	2	1	2	2	...	...	...
					6	2	1	2	2	2	...	1	2
	18 ...	Subhana ...	...	...	2	2	1	1	1	1	...	...	...
					3	5	2	2	...	2	...	...	...
	19 ...	Jahazgarh ...	...	...	4	2	2	1	1	...	...	...	1
					5	3	1	1	1	...	...	...	...
					6	6	...	2	...	...	...	...	...
	20 ...	Salhawas ...	...	...	5	12	1	...	1	1	...	...	...
					6	12	...	...	...	...	...	...	...
	21 ...	Patanka ...	...	Insp. & Dy. Insp.	5	2	2	1	...	1	...	...	...
					6	2	...	2	...	1	...	...	...
					3	3	1	...	2	...	...	...	...
	22 ...	Kosli ...	...	...	2	3	...	...	...	...	...	...	...
					3	5	...	...	...	...	...	...	...
					4	4	...	4	...	2	...	...	1
34.	23 Rohtak ...	Bori ...	...	...	5	4	4	4	3	4	...	3	3
					6	3	3	3	3	3	...	3	3
					3	3	2	2	2	2	...	2	2
	24 ...	Mahra ...	Town	...	4	4	4	4	3	4	...	1	1
					5	6	1	4	4	6	...	5	5
					6	12	11	9	9	6	...	2	2
	25 ...	Kalanagar ...	Village	...	3	5	3	3	4	5	...	2	2
					4	1	1	1	1	1	...	...	1
					5	1	1	1	...	...	...	...	...
					6	6	6	5	5	4	...	2	2
	26 ...	Kharak ...	...	...	3	4	2	1	2	...	...	...	...
	27 ...	Kanhuaur ...	...	...	4	2	2	1	1	...	...	1	1
					5	2	2	...	3	...	...	...	...
					6	3	1	...	...	...	...	...	...

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of		No. examined.	PASSED					In all subjects.	Prize awarded to.
				Upper Primary	Class.		In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.		
28	Dubaldhan	...	Insp. & Dy. Insp.	5	1	1							
29	Palana	...	...	3	2	2	1	1					
30	Kailoi	...	...	3	2	2	1	1					
31	Gohana	Town	Deputy Inspector	4	3	3	3	3	3	3	3	3	3
32	Kanbi	Village	...	5	4	4	4	4	4	4	4	4	4
				3	4	4	4	4	4	4	4	4	4
				5	2	2	2	2	2	2	2	2	2
				6	1	1	1	1	1	1	1	1	1
				6	1	1	1	1	1	1	1	1	1
33	Butana	...	...	4	1	1	1	1	1	1	1	1	
34	Khanpur	Village	Inspector	3	3	3	3	3	3	3	3	3	3
				1	1	1	1	1	1	1	1	1	1
				2	6	4	4	4	4	4	4	4	4
35	Lath	...	...	2	5	4	4	4	4	4	4	4	
36	Rithal	...	...	3	2	2	2	2	2	2	2	2	
37	Jagei	...	...	1	2	2	2	2	2	2	2	2	2
				3	3	3	3	3	3	3	3	3	3
				2	3	3	3	3	3	3	3	3	3
Total				368	233	241	198	223			105	132	

DEHLI DISTRICT.

[illegible]

REPORT OF INSPECTOR, AMBALA CIRCLE.

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of CLASS.		PASSED							Prize awarded to.
				Nagri.	Persian.	No. examined.	In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.	In all subjects.	
19 Dehli	Kair	Village	Inspector	1	2	2	2	1	1	1	2	1	1
20 ditto	Hast Sal	ditto	ditto	2	2	3	3	1	1	2	1	1	1
21 ditto	Palam	ditto	ditto	3	6	6	5	1	5	5	1	1	1
22 ditto	Shikarpur	These schools contain no classes fit for examination, i. e., nothing above the 4th Nagri or 7th Persian.											
23 ditto	Tihar												
24 ditto	Burari												
25 ditto	Madipur												
26 ditto	Karala												
27 ditto	Kanjhaola												
28 ditto	Majra												
29 ditto	Rasulpur												
30 Larsauli	Suniput		Inspector	4	3	2	3	3	3	3	2	3	
31 ditto	Bighan	Village	ditto	5	4	4	1	3	4	4	1	1	
32 ditto	Rohat			6	22	15	6	8	8	8	1	1	
33 ditto	Murthal	Village	Inspector	5	2	1	2	2	2	2	2	2	
34 ditto	Kheora	ditto	ditto	6	3	3	4	2	3	3	2	3	
35 ditto	Garhi Brahmanan			6	6	3	3	3	3	3	3	3	
36 ditto	Rath Dhana			3	3	3	1	1	1	1	1	1	
37 ditto	Gannaur			6	3	2	1	3	3	3	3	3	
38 ditto	Malakpur			3	2	2	1	1	1	1	1	1	
39 ditto	Harlaia Kalan	Village	Inspector	3	2	2	2	2	2	2	2	2	
40 ditto	Garhi			3	4	3	3	4	4	4	4	4	
41 ditto	Nangal Kalan												
42 ditto	Kheri												
43 Ballamgarh	Ballamgarh	Town		New School.									
				4	1	1	1	1	1	1	1	1	
				5	4	2	3	3	4	4	4	4	
				6	10	7	10	7	6	6	6	6	
				12	3	2	2	2	1	3	3	3	
				3	3	3	2	2	3	3	3	3	
44 ditto	Faridabad	ditto		4	3	2	3	1	4	4	4	4	
				5	5	4	5	5	4	4	4	4	
				6	11	9	8	8	4	4	4	4	
				12	3	3	3	3	2	3	3	3	
				3	3	2	3	3	3	3	3	3	
45 ditto	Faridabad Branch	Village		6	4	4	4	4	4	4	4	4	
46 ditto	Fatehpur Billoch			2	2	2	2	2	2	2	2	2	
47 ditto	Taga			3	3	3	3	3	3	3	3	3	
48 ditto	Bhanakpur			3	4	4	3	4	4	4	4	4	
49 ditto	Atali			3	2	2	2	2	2	2	2	2	
50 ditto	Sham's era			3	4	4	1	4	4	4	4	4	
51 ditto	Chhansa			3	3	3	3	1	5	5	5	5	
52 ditto	Chandpur			3	3	3	3	3	3	3	3	3	
53 ditto	Pali			3	3	3	4	3	5	5	5	5	
54 ditto	Tigaon			2	12	12	12	12	2	2	2	2	
55 ditto	Mahrauli			5	5	2	2	2	1	2	2	2	
				6	3	3	3	1	3	3	3	3	
56 ditto	Chiragh Dehli (Nagri)			3	3	3	3	2	3	3	3	3	
57 ditto	Bhopani												
58 ditto	Mhona												
59 ditto	Shahjahanpur												
60 ditto	Chiragh Dehli (Persian).												
Total						330	144	187	200	90		74	96

KARNAL DISTRICT.

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of		No. examined.	PASSED					In all subjects.	Prizes awarded to.
				Nagri.	Persian.		In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.		
39. 1 Karnal	Taraori	Village	Inspector	5	5	5	4	3	3				
2	Bairsal			4	4	4	3	3	3			1	1
3	Raipur			5	5	5	3	3	3				
4	Samana			6	6	6	1	1	1				
5	Bhadson			3	3	3	3	3	3				
6	Ghiar			5	5	5	3	3	3				
7	Baragano			6	6	6	4	4	4	5			
8	Dhanora			6	6	6	3	3	3				
9	Amlin			5	5	5	2	2	2				
10	Buddha Khara			6	6	6	1	1	1				
11	Jisru			6	6	6	4	4	4	2			1
12	Ghogripur			6	6	6	3	3	3				
13	Gondar			6	6	6	4	4	4	1			1
14	Saga			5	5	5	2	2	2				
15	Jundla			6	6	6	1	1	1				
16	Bidhana			1	1	1	3	3	3				
17	Kunjpura			3	3	3	2	2	2	3			
18	Banawal			5	5	5	3	3	3				
19	Darar			6	6	6	3	3	3				
20	Indri			6	6	6	2	2	2				
21	Nagla			6	6	6	1	1	1				
22	Faridpur			6	6	6	1	1	1				
23	Gharaunda			6	6	6	4	4	4				
24	Kotel			5	5	5	2	2	2				
25	Barsat			6	6	6	7	7	7	9			1
40. 26 Panipat	Panipat	Town		5	5	5	2	2	2				
27	Panipat Branch	Village		6	6	6	4	4	4	1			2
28	Didwari			3	3	3	5	5	5				
29	Kutana			6	6	6	7	7	7				1
30	Ahar			5	5	5	3	3	3	2			
31	Jataul			6	6	6	1	1	1				
32	Babail	Village	Inspector	6	6	6	2	2	2				
33	Raja Kheri			3	3	3	1	1	1				
34	Dhansauli			3	3	3	4	4	4				
35	Sewah			2	2	2	1	1	1				
36	Raksera			4	4	4	3	3	3				
37	Patti Kalyana			6	6	6	1	1	1				
38	Mandi			1	1	1	4	4	4				
39	Simalka			3	3	3	2	2	2				
40	Jaurasi			3	3	3	1	1	1				
41	Munana			2	2	2	4	4	4				
42	Siholi			1	1	1	1	1	1				
41. 43 Kaithal	Kaithal (Persian)	Town		3	3	3	1	1	1				
44	Branch (Barkat Ali's)	Village		4	4	4	8	8	8				1
45	Branch (Qazi's)			6	6	6	3	3	3				
46	Branch (Khatrigar)			4	4	4	4	4	4				2
				6	6	6	5	5	5				3

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. OF CLASS.		PASSED							Prizes awarded to.
				Nagri. Person.	No. examined.	In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.	In all subjects.		
47	Kaithal ...	Kaithal (Nagri) ...	Village	Inspector	1	1	1	1	1	1	1	1	1
48	... Pundri	... Town	...	...	5	8	6	6	6	6	6	6	1
49	... Branch do. Fatehpur	... Village	...	...	5	5	5	5	5	4	1	1	...
50	... Habri	...	...	...	5	3	3	3	3	3	1	1	...
51	... Sowan	...	...	...	6	2	2	2	2	2	2	2	...
52	... Sarsal	...	...	...	6	4	4	4	4	4	1	1	...
53	... Saraola	...	...	...	6	3	3	3	3	3	1	1	...
54	... Gohla	...	...	...	6	2	2	2	2	2	2	2	2
55	... Kheorak	...	...	...	5	5	5	5	5	5	1	1	...
Total					6	307	213	211	121	46	...	11	24

GURGAON DISTRICT.

42.	1	Jharsa	Gurgaon Cantonment *	Village	Inspector	4	3	3	3	3	3	3	3
	2	ditto	Badshahpur	ditto	ditto	5	5	5	5	5	5	5	...
	3	ditto	Wazirpur	ditto	ditto	6	4	4	4	4	4	4	...
	4	ditto	Garhi Har Saru	ditto	ditto	3	2	2	2	2	2	2	2
	5	ditto	Har Saru	ditto	ditto	2	4	4	4	4	4	4	2
	6	ditto	Sohna	Town	ditto	3	3	3	3	3	3	3	1
	7	ditto	Sonah Branch	...	ditto	5	5	5	5	5	5	5	1
	8	ditto	Farukhnagar	Town	Inspr. & Dy. Inspr.	4	4	4	4	4	4	4	2
	9	ditto	Branch Farukhnagar	...	...	6	2	2	2	2	2	2	1
	10	ditto	Bahora	Village	Inspr. & Dy. Inspr.	4	2	2	2	2	2	2	2
	11	ditto	Mulbarakpur	ditto	ditto	3	3	3	3	3	3	3	1
	12	ditto	Pachganwa	ditto	ditto	2	3	3	3	3	3	3	1
	13	ditto	Daulatabad	...	...	3	4	4	4	4	4	4	1
	14	ditto	Kasun	...	...	3	3	3	3	3	3	3	1
43.	15	Rewari	Bolni	Village	ditto	4	1	1	1	1	1	1	1
	16	ditto	Jatnana	ditto	ditto	5	3	3	3	3	3	3	...
	17	ditto	Khol	ditto	ditto	6	4	4	4	4	4	4	...
	18	ditto	Dharuhera	ditto	ditto	5	2	2	2	2	2	2	...
	19	ditto	Bikaner	ditto	ditto	3	3	3	3	3	3	3	...
	20	ditto	Khorf	ditto	ditto	3	2	2	2	2	2	2	1
	21	ditto	Masahi	ditto	ditto	4	3	3	3	3	3	3	3
	22	ditto	Mandaula	ditto	ditto	3	4	4	4	4	4	4	1
	23	ditto	Gokalpurh	ditto	ditto	2	1	1	1	1	1	1	1
	24	ditto	Darauli	ditto	ditto	3	1	1	1	1	1	1	1
	25	ditto	Shahjahanpur	ditto	Deputy Inspector	6	10	6	6	2	5	2	2

* The Gurgaon Cantonment school and the (other) town schools of this district are aided schools.

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of CLASS.		No. examined.	PASSED						In all subjects.	Prizes awarded to.
				Nagri.	Persian.		In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.			
26 Bhowari ...	Baori Branch* ...	Village	Deputy Inspector											
27 ditto ...	Nalapur do. *	ditto	...											
28 ditto ...	Kayathwara do. *	ditto	...											
29 ditto ...	Bharawas *	ditto	...											
30 ditto ...	Dahina *	ditto	...											
44. 31 Palwal ...	Palwal	Town	Insp. & Dy. Insp.	4	3	3	3	1						
				5	4	4	4	1						
				6	11	9	8	8						
				1	3	3	3	1						
				2	2	2	2	2						
				3	3	3	3							
				5	3	3	3							
32 ditto ...	Palwal Branch	...	ditto	6	5	5	5	5						
33 ditto ...	Hasanpur	Village	ditto	4	2	2	2	1						
				6	11	9	9	9						
				1	2	2	2	2						
				3	4	4	4	4						
				3	2	2	2	2						
34 ditto ...	Ghori	ditto	ditto	3	3	3	3	3						
35 ditto ...	Khanbi	ditto	ditto	3	3	3	3	3						
36 ditto ...	Banswa	ditto	ditto	3	3	3	3	3						
37 ditto ...	Bhoruki	ditto	ditto	2	1	1	1	1						
38 ditto ..	Mitrol	ditto	ditto	3	3	3	3	3						
39 ditto ...	Kotal	ditto	ditto	3	3	3	3	3						
				6	3	3	3	3						
40 ditto ...	Palwal Branch	...	...	3	3	3	3	3					
41 ditto ...	ditto	...	...	3	3	3	3	3					
42 ditto ...	ditto	...	...	3	3	3	3	3					
45. 43 Nuh ...	Nuh	Village	ditto	4	2	2	2	2						
				5	2	1	2	2						
				6	4	...	...	...			
44 ditto	Hatm	ditto	ditto	6	3	3	3	3						
				3	1	1	1	1						
45 ditto ...	Taoru	ditto	ditto	6	3	3	2	2						
				1	3	3	3	3						
				2	4	4	4	3						
				3	7	6	6	3						
46 ditto ...	Bahin	ditto	ditto	3	6	3	1	2						
47 ditto ...	Mandnaka	ditto	ditto	3	6	3	1	2						
48 ditto ...	Jai Singhpur	ditto	ditto	6	6	4	2	1						
49 ditto ...	Ghasera	ditto	ditto	5	2	2	1	1						
				6	1	1	1	1						
50 ditto ...	Ojma	ditto	ditto	4	3	2	2	1						
				5	3	3	3	3						
				3	2	2	2	2						
51 ditto ...	Indri	ditto	...	3	3	3	3	3						
46. 52 Firozpur...	Firozpur	Town	Deputy Inspector	4	3	3	3	3						
				5	7	7	7	7						
				6	2	2	2	2						
53 ditto ...	Firozpur Branch	...	ditto	6	3	3	3	3						
54 ditto...	Punahra	Village	...	4	3	3	3	3						
				5	3	3	3	3						
				6	4	4	4	4						
55 ditto ...	Nagina	...	...	3	5	5	5	5					
				6	5	5	5	5						
				3	5	5	5	5						
56 ditto ...	Basni Khanzada	...	...	3	2	2	2	2					
				3	1	1	1	1						
57 ditto ...	Sakras †	3	2	2	2	2						
58 ditto ...	Bichhur †	3	2	2	2	2						
				3	2	2	2	2						
				3	2	2	2	2						
				3	2	2	2	2						
				3	2	2	2	2						
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				3	2	2	2	2						
				3	2	2	2	2						
				3	2	2	2	2						
				3	2	2	2	2						
				3	2	2	2	2						

* These schools contain no classes up to the standard.

† Nor do these.

LUDHIANA DISTRICT.

[illegible]

[illegible]

REPORT OF INSPECTOR, AMBALA CIRCLE.

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of CLASS.		PASSED							Prizes awarded to.
				Nagri.	Persian.	No. examined.	In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.	In all subjects.	
66	Jagraon ...	Dalla ...	Village	Inspector	4	3	...	3	1	...	...	...	...
					5	3	1	2	...	2	...	...	...
					6	1	1	1	...	...	...	...	...
					6	5	2	4	...	...	...	...	...
67	...	Ghalib Barā ...	...	...	6	1	1	1	1	1	...	1	1
68	...	Hibowal ...	...	...	6	5	3	5	1	5	...	1	1
69	...	Rassulpur ...	...	...	6	3	1	1	...	1	...	1	1
					4	1	1	1	1	1	...	1	1
					5	1	1	1	...	...	...	...	...
					6	3	3	...	...	...	...	...	...
70	...	Thara ...	...	...	4	3	3	2	2	3	...	1	1
					5	2	2	2	...	1	...	...	...
					6	3	...	...	...	...	...	...	...
					4	3	3	4	4	4	...	3	3
					5	1	1	2	...	1	...	...	...
					6	3	3	2	...	3	...	...	...
Total						542	369	496	299	385	...	143	161

AMBALA DISTRICT.

50.	1	Ambala ...	Mullana ...	Village	Inspector	4	7	7	7	7	7	7	7
	2	...	Kalal Hatti ...	...	...	4	4	4	4	4	4	4	4
		...	...	...	...	5	4	4	4	4	4	4	4
	3	...	Duliani ...	...	...	6	5	5	5	5	5	5	5
	4	...	Bitā ...	...	...	4	2	2	2	2	2	2	2
		...	...	...	...	5	3	3	3	3	3	3	3
	5	...	Koshri ...	...	...	6	5	5	5	5	5	5	5
		...	...	...	...	4	1	1	1	1	1	1	1
		...	...	...	...	5	4	4	4	4	4	4	4
	6	...	Odhuā ...	...	...	6	2	2	2	2	2	2	2
	7	...	Chudiala ...	...	...	6	2	2	2	2	2	2	2
		...	...	...	...	5	1	1	1	1	1	1	1
	8	...	Bibial ...	Town	...	6	4	4	4	4	4	4	4
		...	...	...	...	5	3	3	3	3	3	3	3
	9	...	Bua ...	Village	...	6	5	5	5	5	5	5	5
	10	...	Pinjokhra ...	...	...	6	4	4	4	4	4	4	4
		...	...	...	...	4	1	1	1	1	1	1	1
		...	...	...	...	5	3	3	3	3	3	3	3
	11	...	Tharwā ...	...	...	6	3	3	3	3	3	3	3
		...	...	...	...	1	2	2	2	2	2	2	2
		...	...	...	...	2	6	4	1	5	5	1	1
		...	...	...	...	3	9	9	5	4	...	...	...
51.	12	Jagadhri...	Damla ...	...	...	5	1	1	1	1	1	1	1
		...	...	...	...	6	3	3	3	3	3	3	3
	13	...	Bilaspur ...	Town	...	4	3	3	3	3	3	3	3
		...	...	...	...	5	7	7	5	7	4	...	...
	14	...	Khizrabād ...	Village	...	6	10	5	5	7	7	4	1
		...	...	...	...	5	2	2	2	2	2	2	2
	15	...	Mufstfabad ...	...	...	6	4	4	4	4	4	4	4
		...	...	...	...	5	2	2	2	2	2	2	2
	16	...	Masibhāl ...	...	...	6	6	5	5	4	5	4	2
	17	...	Burā ...	...	...	6	5	5	5	5	5	5	5
		...	...	...	...	4	4	2	4	2	2	2	2
		...	...	...	...	5	3	3	3	3	3	3	3
		...	...	...	...	6	3	3	3	3	3	3	3
		...	...	...	...	3	2	2	2	2	2	2	2
	18	...	Bilachor ...	...	...	4	3	3	3	3	3	3	3
		...	...	...	...	5	1	1	1	1	1	1	1
	19	...	Mahlawali ...	...	...	6	9	8	6	6	3	...	...
		...	...	...	...	4	2	2	2	2	2	2	2
		...	...	...	...	5	3	3	3	3	3	3	3
52.	20	Kharar ...	Bharodi ...	Town	...	6	10	4	2	2	2	2	2
		...	...	...	...	5	10	10	4	4	10	3	4
		...	...	...	...	6	11	10	11	11	10	10	11

NAME OF TAHSIL.	NAME OF SCHOOL.	Town or Village.	By whom.	No. of CLASS.		No. examined.	PASSED						Prizes awarded to.
				Nagri.	Persan.		In Reading.	In Dictation.	In Arithmetic.	In Geography.	In History.	In all subjects.	
57 Pipli ...	Shahabad ...	Town	Inspector ...	...	...	4	6	6	6	5	6	...	5
58 ...	Chaissa ...	Village	...	...	...	4	4	4	4	4	...	...	4
59 ...	Mantan ...	...	...	...	...	4	4	4	4	4	...	...	4
55. 60 Ropar ...	Muranda ...	Town	...	...	...	4	4	4	4	4	...	...	4
61 ...	Chamkor ...	Village	...	...	...	4	4	4	4	4	...	...	4
62 ...	Saga ...	...	...	...	...	4	4	4	4	4	...	...	4
63 ...	Ratangarh ...	...	...	...	...	4	4	4	4	4	...	...	4
64 ...	Bharatgarh ...	...	...	...	...	4	4	4	4	4	...	...	4
65 ...	Awankot ...	...	...	...	...	4	4	4	4	4	...	...	4
66 ...	Lotehri ...	...	...	...	...	4	4	4	4	4	...	...	4
67 ...	Ghatauli ...	...	...	...	...	4	4	4	4	4	...	...	4
68 ...	Kainpur ...	...	...	...	...	4	4	4	4	4	...	...	4
69 ...	Behrampur ...	...	...	...	...	4	4	4	4	4	...	...	4
70 ...	Saran Hatā ...	...	...	...	...	4	4	4	4	4	...	...	4
71 ...	Tonga ...	...	...	...	...	4	4	4	4	4	...	...	4
Total				...	...	500	420	424	384	357	...	195	219

56. From the foregoing the appended abstract is easily derived; from it will be seen

Abstract showing the relative positions of the several districts.
positions of the districts.

No. of column.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NAME OF DISTRICT.	No. of schools examined.	No. of boys examined.	Average No. of boys (per school) examined.	NUMBER PASSED IN					No. obtaining prizes.	PERCENTAGE PASSED IN					Percentage obtaining prizes.
				Reading.	Dictation.	Arithmetic.	Geography.	All subjects.		Reading.	Dictation.	Arithmetic.	Geography.	All subjects.	
Hissar ...	14	97	7.0	51	60	68	62	19	23	53	62	70	64	19	24
Rohtak ...	37	268	10.0	233	241	198	223	105	132	63	65	54	61	28	36
Dehli ...	59	330	5.6	144	187	200	90	74	96	44	57	60	27	22	29
Karnal ...	55	307	5.6	213	211	121	48	11	24	70	68	40	16	4	8
Gurgaon ...	78	351	6.0	274	131	151	174	57	81	78	37	43	49	16	23
Ludhiana ...	70	542	7.7	369	496	299	385	143	161	68	92	55	71	26	30
Ambala ...	71	590	8.3	420	424	384	357	195	219	71	72	65	50	33	37
Simla *															
Sirsa †															
Total	364	2585	7.1	1704	1750	1421	1339	604	736	66	67	55	52	23	28

* Not compared with districts in the plains.

† Not examined.

I do not think that these general results are satisfactory. Seven boys per school is not enough to be put forward for my examination, especially when it is added that of *those seven* only 66 per cent. passed in reading, 67 in dictation, 55 in Arithmetic, and 52 in Geography; only 23 per cent. passing in all the subjects, *i. e., on an average it takes two schools to pass three boys in all the subjects.*

It may easily be gathered from the table that of all the districts (in respect of the lower classes of their schools) Rohtak stands first, being ahead of all the others in the most important column, 3, and second in columns 14 and 15; Ambala and Ludhiana may then be classed, Ambala being perhaps a little the better. Fourth comes Delhi, and pretty close to it Gurgaon and Hissar, and seventh, far behind all the rest, Karnal.

Comparison of districts (as to lower classes).

1 Rohtak; 2 Ambala; 3 Ludhiana; 4 Delhi; 5 Gurgaon; 6 Hissar; 7 Karnal.

57. There are two principal reasons for the unsatisfactory state of the majority of the schools of my circle: (i), the incompetency of the Masters—an evil which will gradually be remedied by the introduction of certificated men on higher salaries; and (ii), the gross inefficiency of the School Muharrirs. On this latter point I have much to say, and though diffident of expressing myself dissatisfied with these subordinate Educational Officers, who have in many cases been commended by the Deputy Commissioners of the districts to which they are attached, I am bound to lay before you my strong conviction in the matter. To show generally the nature of the work done by the Muharrirs, I have drawn out a table which, in column 1, exhibits the number of schools in each district, in column 2 the number of visits that the rules of this Department require each Muharrir to pay annually to the schools of his district, and in column 3 the number of visits actually so paid.

NAME OF DISTRICT.	No. of schools.	No. of visits required of the Muharrir.	No. of visits actually paid by Muharrir.	Work done as a percentage of work required.
Delhi	61	244	68	27
Karnal	55	220	98	45
Hissar	21	84	50	60
Rohtak	38	152	76	50
Ludhiana	75	300	193	64
Gurgaon	52	208	58	28
Sirsa	18	52	70	135
Ambala	85	340	187	55
Total ...	405	1600	800	49

In aggravation of the results of this table, it should be remembered that column 1 contains only town and village schools, excluding grant-in-aid schools and female schools; and that in the visits indicated by column 3, in the majority of cases the visits paid by the muharrir in my company have been included; whereas the meaning of the rule that *every Muharrir shall visit every school of his district 4 times a year at least*, implies independent visits, and takes no cognizance of those made with the Inspector. As it is, the table shows

The Muharrirs severally of Sirsa, Hissar, Karnal, Delhi, Rohtak, Gurgaon, Ambala, and Ludhiana.

that the schools are not visited even half as much as they ought to be. The Muharrir of the Sirsa District has done his duty, but with but 18 schools to look after he could hardly fail; nevertheless, the Hissar Muharrir, with but 21 schools in his charge, has done but 60 per cent. of his inspectorial work: the Deputy Commissioner, at my suggestion, at once removed him. In the Karnal District I found the masters complaining that they could not induce Shira Singh to supply them with books or maps or schemes of studies. He knew nothing of any one of the schools, could not predict whether a particular class of a particular school would answer well or badly in a given subject; nay more, he could not be certain whether a particular class existed in a given school. I regret very much that I did not recommend this man's dismissal at the close of the year 1867-68, but being new to the post of Inspector, I was diffident of proposing important alterations. However, at the end of the year under report, I strongly urged Major Parsons, who takes the very greatest interest in the educational work of his district, to remove him. He was removed, and it is impossible for the district not to gain by it. The Delhi Muharrir is I think fit for his post, but has not done his duty by the schools in his charge this year; he has been warned both by the Deputy Commissioner and myself that another year's indolence will render his removal necessary.

The Rohtak Muharrir has done nothing during the year. The Muharrir of Gurgaon has been replaced by a Deputy Inspector, and is now Muharrir of Hissar, to which smaller district, his powers are more suited. The Muharrir of Ambala, though the table shows him to have made twice as many visits to his schools as any other Muharrir (except of Ludhiana), is not competent* for the very important post he holds. The Ambala District contains more than a fifth of the schools of the whole circle, and urgently requires the superintendence of a competent person. The present Muharrir cannot by any straining of terms be represented as in any sort competent. That he is energetic and active, and, with the exception of the Ludhiana Muharrir, the only one who is honest enough to know that it is part of his duty to facilitate rather than oppose the Inspector's examinations, is doubtless much in his favor; but nevertheless I do not think it possible that the schools of the district can ever reach their proper standard under the supervision of a man who knows not a word of either English or Nagri, and has not a reputation for scholarship in any one of the prescribed subjects of the curriculum he has to superintend. The Ludhiana District contains very nearly as many schools as that of Ambala; it is, as the above tables have proved, the best district of all, being second in both its higher classes and its lower classes, and far beyond any in the amount of fees annually collected. The Muharrir, though this year is not a fair specimen of his powers, is a capital officer. He knows his schools; can form a pretty fair estimate of the quality of a given class of a given school; abstains from throwing dust in the Inspector's eyes; and generally exercises a most valuable supervision over the schools of his district. I can desire no change in him, except the addition of some English to his other attainments.

58. The aided elementary English schools of the Ambala Circle appear to me to be almost useless. They are generally in bad order, the smallness of their funds precluding the possibility of the entertainment of competent English teachers. I should be glad to see the private subscriptions and equivalent Government grants diverted to the foundation of close scholarships to the neighbouring zil' schools.†

58a. The two schools of Hansi and Hissar are in a miserable condition; nothing but very considerable pains by the masters of both can possibly restore them to anything like order. On my visit of inspection, I reformed all the classes of both schools, directed strict attention to the prescribed scheme of studies, and explained to the masters how the subjects, Grammar, English translation, and the rest, should be taught.

58b. I find in my notes on the Rohtak District that I never saw so disgraceful a school as that of Bahadargarh. The master, who is neither competent nor painstaking, has been reduced by the Deputy Commissioner at my suggestion. The cost per head in this school was over Rs. 2 at the date of my visit. I was unable to see the school at Gohana, being suddenly summoned to Delhi by the Chief Court.

58c. The school at Sirsa is reported to be making good progress by the Deputy Commissioner, and by Mr. T. O. Wilkinson, the Assistant Commissioner, who examined all the classes most carefully at the close of the year.

58d. In the Delhi District, I found the schools of Sunipat and Faridabad in a very unsatisfactory state; neither of the masters had any idea of the courses of study prescribed for the several classes. Both have been reduced. The Arab Sarai school and its small branch at Purana qila showed more labor on the part of the teacher, but has a low average attendance.

58e. The schools of the Karnal District too are in a most lamentable condition: the incompetency and indolence of the masters, aggravated by the absolute neglect of the late Muharrir, has ruined the schools. I should like to see both schools closed, and their endowments diverted to the foundation of scholarships to the zil' schools at Karnal.

* The Chief Muharrir was appointed out of consideration for his father, who was a respectable Muhammadian gentleman, and formerly held the post of Deputy Inspector of the Ambala Division, which appointment was abolished in 1860. The Chief Muharrir was sent to Delhi to receive instruction in English and other subjects, with the understanding that he would be retained in the appointment on condition of going through a certain course of study. He chose, however, to leave Delhi without permission. There can be no possible doubt that he is unfitted for the situation he holds, and he cannot long be permitted to retain it.—W. R. M. HOLROYD, Director P. I. P.

† The Inspector will be requested, after his next visit to each district that contains elementary English schools, to state, after consultation with District Officers, what schools he would propose to close. If the subscribers can be induced to consent, the funds can be expended on scholarships tenable at superior schools.—W. R. M. HOLROYD, Director P. I. P.

Of the six schools in the Gurgaon District, on which I reported last year, but one (that of Ferozpur) remains. The failure of the Deputy Commissioner, Colonel Elliot, to realize the voluntary subscriptions, necessitated the closing of the other five schools.

58f. In the Ludhiana District the schools of Jagraon and Machhiwara are no exceptions to the rule of failure. With the exception of that of Bahadargarh in the Rohtak District, the Machhiwara school is the worst in the circle. I should like to see the funds of both schools diverted to found exhibitions to the Rupar zil' school. It is unfortunate that the school muharrir knows no English, as I think he is almost competent to make even an Elementary English Aided school successful.

58g. In the Ambala District is the only good school of the circle, viz., that of Burya. I was very much surprised and pleased with the examination of this school, as it was the last Aided English school I visited, and I had decided that a good school of the class was an impossibility. The Ambala 'Amla school was in a most discreditable state, and that of Manimajra so hopeless that I recommended the Deputy Commissioner to close it at once. He did so: two of the boys have gone to the Delhi zil' school with scholarships, and others, I imagine, to Rupar and the Ambala Mission school.

59. These are St. Stephen's College, Delhi, the American Presbyterian schools at Ludhiana and Ambala, the Kotgarh schools, the S. P. G. Female Normal school and branches at Delhi, and the Female Orphanage at Ludhiana. I have no remarks to make on these schools this year; I reported on all of them at length a year ago. I have examined them all thoroughly, and find nothing to call your special attention to.* It is perhaps necessary to record that one boy from St. Stephen's College, Delhi, and three from the Ludhiana school, passed the Matriculation Examination of the Calcutta University. Of the Ludhiana candidates one stood first in the whole Punjab.

60. The Principal's school, Sanawar, is not in a very satisfactory condition. The master is slight, and without force; and the establishment of Colonel Young's school at Kasauli has diminished the attendance considerably.

61. At your instigation I set on foot, on the 1st of January, an industrial school at Rewari on the grant-in-aid system. Two Chandris of Tatheras are employed to teach the making and ornamental graving of brass and copper pots, pans, pipe-stands, &c., and at first two Persian teachers were entertained to teach reading, writing, and arithmetic, but these were afterwards replaced by two Nagri masters. A little money has been advanced for material, to be repaid as, from time to time, the manufactured articles are sold. In this school I have enforced a rule that both sections of the school must be attended, so that no boy can learn braziers without also learning to read and write, nor get to read and write without, in addition, qualifying himself as a brazier.

62. The schools of the Baptist Mission at Delhi are very interesting, and, therefore, as your attention has not been directed to them in the last few annual reports, I now describe them somewhat at length.

I visited the central school in the company of the Rev. Mr. Smith, the head of the Mission; he was good enough to assist me in the examination. I found 120 names on the rolls, with an average attendance of 100; Rs. 6-12 per mensem is collected in fees. The monthly cost of the school is Rs. 160-8-6; Government gives a grant-in-aid to the main and branch schools of this Mission of Rs. 1,000 per annum. The school is divided into an English and a Persian department; all the boys of the former reading also in the latter. There is also an elementary class of about 10 beginners in Nagri. Over 40 learn English.

In the English department, from the first class of four, two read English Fourth Book (Madras series) extremely well, one well, and the fourth badly. Two also wrote a moderately difficult English dictation very correctly, the other two failing. In Arithmetic all worked a rule-of-three sum quite right, and all but one answered pretty fairly in Grammar and the Geography of Asia. Three of this class are Eurasians. From a second class of eight all read and explained fairly, spelt remarkably well, and two wrote an English dictation well, and the rest indifferently. In the third class of ten two read and spelt very well, the rest were more or less beginners. The fourth class was not examined, having only just begun English.

* The Inspector has been requested to give an account of each individual school in future annual reports.—
W. R. M. HOLBORN, Director P. I. P.

In the Persian department the first class of nineteen read the first 12 pages of *Bostan* well, and explained them with intelligence; they were not more backward in the translation of short sentences and phrases of Urdu into Persian than the average boys of the first classes of middle schools in this circle. Half knew the map of India well, and the rest pretty well. An Urdu dictation was written correctly by two, and generally with but few mistakes; the penmanship of most of the boys being clean and legible. All showed that they had been taught up to the compound rules in Arithmetic; and were able, with a few exceptions, to answer questions in the first 22 pages of the *Waqiat-i-Hind*. The second class wrote a couple of sentences of Urdu well, their hand-writing being as a rule clear and careful. Nearly three-quarters could read *Karima* creditably, and explain it fairly: these would be none the worse for a little extra Urdu reading. The lower half of this class read well (and evidently understood) *Dastūr-i-Sibyan* up to the 7th letter, and nine lessons of *Khatiq Bari*. The lower classes could all read and answer questions from the books prescribed by the Manager creditably.

63. I was also able on another visit to have the branch schools collected in the capital school-room of the main school. There are ten schools mostly attended by Chamars; the system of teaching being that each master is ordered to impart instruction at all times to all comers. Average attendance therefore is not computable, nor is it likely that fees can be collected to any amount, though the Reverend Mr. Smith hopes that some small payments will be made during the next year. There is no doubt that all these branches are really doing something; in every one of the eight which came before me, I found at least half-a-dozen men or boys who could read either Hindi or Urdu pretty plainly, and twice as many who could spell out a verse or two of the Hindi or Hindustani translation of the New Testament.

A few also in each branch could write little sentences, such as *sach bat hai*, and many more could form the letters; the multiplication table too was generally known by heart, and readily repeated by the majority of pupils. Considering that the schools have only been started a couple of years, and that at present it is impossible for any master to get his boys to come for tuition at regular hours, I think that the Reverend the Manager may fairly congratulate himself on the results.

64. I examined the Female Mission school at Sabathu carefully in the autumn, and found the classes of that admirable little institution in most capital order. It is quite worth any traveller's while to obtain permission to visit this school should he find himself in Sabathu.

65. It will be seen by the tables in the appendices to your general report of the Punjab, that the number of female schools in the Ambala Circle, and the average attendance of the girls, have diminished. I cannot regret it, as every school I have seen has strengthened my conviction that, except in certain limited districts of the Punjab, Female Education is premature. I append my remarks on certain schools selected at random.

66. "This school, whether from having been closed in the summer for six months, or for some other reason, has fallen off. No girl of the thirteen present could distinguish even letters, much less read words. Nothing seems to have been done except a little Geography; I very much regret having recommended the re-opening of this school."

67. "I have this day examined the girls taught by Badri Dat and his wife at Balamgarh; I fear the teaching girls, who are unable from the customs of their race to remain at school more than from six to eighteen months, is not very profitable, but I agree with Mr. Fitzpatrick and Major McMahon, the Deputy Commissioners, that the school shows diligence on the part of the master and mistress."

68. "The Qazian-ka-mehalla female Persian school exhibited 13 wretched little girls. Kaithal 1st school, 2nd school, and 3rd school. Four could decipher (not read) words of three letters, two more knew the alphabet. Pandit Ram Chandra's school: of the nine little girls none could read at all; only 3 knew their letters. Bagrian school: only one knew her letters. Mr. Assistant Commissioner Purser accompanied me to inspect these schools, and agreed with me that it was impossible to conceive a worse state of things; the School Muharrir has continually represented these three schools to me as types of what female schools should and can be."

69. "In the town school, which costs Rs 8-5 per mensem, 10 girls were present; most had evidently never been there before; the best was brought up to me as able to read the alphabet: she could not; no books or slates appeared."

"In the ~~suburb school~~, which costs Rs. 12 per mensem, there were 5 girls, one entered yesterday, one the day before. I recommended the immediate closing of both these schools, and the division of the funds to the boys' (lower) school."

70. "This school costs Rs. 10 per mensem; I found 10 girls present. Of these, 4 could write easy Nagri dictation, one could do short division, two knew the multiplication table, two more knew half of it; one, though not fluent, could read a book unseen before, three more could decipher it. The rest were beginners. The master deserves a reward."

"The Khazanchi's school is nothing. No girl was produced who could tell *jim* from *kaj*."

Khazanchi-ka school.

71. "In Farukhnagar there are four industrial schools, in which lace-making is combined with reading, writing, and Arithmetic; the lace, of which I have sent specimens to you, is (I am told) very well executed. To the girls and mistresses of these schools I give no rewards unless the children have been well taught in both sections, the learning and the working. I am glad to say that I was able to distribute rewards in three schools of the four."

72. "In the city of Ludhiana I visited five schools. All but one were in a disgraceful condition. They have been closed, with the same exception, since my visit."

Ludhiana.

73. "In this school of the Mirza's (supported by Rs. 22 per mensem from the one Nizam-ul-din (Mirza Rabi por cent. cess), I found 22 girls present; two only could read a very little, and could not write at all. The rest could do nothing. The school, which has been gradually decaying, notwithstanding all the warnings of the Director and Inspector to the Mirza, the Muharrir and the Mistress, should be closed. The amount expended is too great to throw away."

74. The number of Jail schools has been increased by two; since 1st January 1869, schools have been set afoot in the lock-ups of Karnal and Gurgaon.

Jail schools--

New schools at Karnal and Gurgaon.

The Ambala Jail school is, I think, I may say in perfect order. I think so well of the condition of this school, and am so thoroughly convinced of the extreme difficulty of keeping a Jail school in good order, that I trust you will specially direct me to express to Dr. Bateson, to whom the whole credit is due, your extreme satisfaction at the exceptionally good condition of the school of the Jail under his charge.

Of Ambala--

Dr. Bateson (in charge).

The Delhi Jail school is in a pretty fair condition, and that of Sirsa is reported by the Deputy Commissioner to be working well.

Of Delhi.

Of Sirsa.

I regret to say that the schools of the Hissar, Rohtak, and Ludhiana Jails have done absolutely nothing during the year.

Of Hissar--Rohtak and Ludhiana.

75. Of the indigenous schools of the circle I have seen nothing, the inspection of the schools already discussed having left me no leisure. I found, however, in Delhi the germ of what will, I think, become a very useful lot of female schools. They have been started by the Baptist Mission at Delhi. I proceed to a short account of them. First there is a Boarding school of 10 girls. These, besides being clothed and fed, are taught to cook and sew, and do household work generally, and in addition to read Urdu, Hindi, in the natural and Romanized characters. Four girls could read easy sentences of Hindustani, both in the Persian and Roman character, from books not seen before, knew the multiplication table, and a little Geography of the Punjab; they were more backward in writing than I should have anticipated from seeing the rest of their work. The rest were beginners. The school, which is to serve the purpose of a Normal school when it has been in existence some time longer, seems to me likely to become very valuable.

Indigenous schools--
Baptist Mission, Delhi.
Boarding school.

In the *Mori Darwaza* school I found 12 present out of 18 on the rolls. They could decipher, not read, Urdu First Book, part II, and could say the ten commandments by heart. They sing also. In the *Faiz Bazaar* school, 16 (all) girls were present. Two could read Urdu printed type and decipher lithographed type; they were somewhat less quick at Hindi. Four very little girls could read a Hindi Testament, and knew the multiplication table. The mistress, who is very clever and versatile, teaches them also to knit and work with the needle. They sing too. This is a capital little school, made up of a mixture of Christians, Musalmanis, and Chamars. It will improve faster after some time when the parents of the children become reconciled to what at present they cannot even understand.

76. I have very great pleasure in recording that during the year *Lala Baldeo Sahai*, The late Deputy Inspector, my Deputy Inspector, has assisted me with the same willing energy that has so often been commended by former Inspectors. He was removed from the Deputy Inspector Generalship, and appointed Deputy Inspector of the Gurgaon District on an increase of pay, which he had well earned. I am sure he will be of very great service in rehabilitating education in the Gurgaon District, where it has received so severe a blow during the last year.

77. In conclusion, I beg to acknowledge the courtesy and assistance which I have always met with from the District Officers, and the attention which they have, one and all, bestowed upon all matters which I have had occasion to trouble them with. I append the names of those who, from leisure or proclivity, appear to me to have been especially zealous in all matters connected with education, viz., Major Parsons, and Messrs. Elliott, Oliver, D. McNabb, and Fitzpatrick. I have been very much gratified, too, by the supererogatory assistance to the Department of Instruction rendered by the Assistant Commissioners, especially by Messrs. O'Brien, Steele, Stogden, Purser, and Roberts.

78. I forward, under a separate cover, a list in the prescribed form, of native officials and others whose services are commended by the Deputy Commissioners or myself.

E. WILLMOT,

Inspector of Schools, Ambala Circle.

LAHORE CIRCLE.

Inspector—C. W. W. ALEXANDER, Esquire, B. A.

I have the honor to submit to you my annual report on the Schools of the Lahore Circle, for the year 1868-69.

2. At the beginning of the year, that is in June 1868, I left Lahore on a tour of inspection in the Kangra District, and visited nearly every school of that district, including those in the Kullu pergunna, and the Aided school at Lahaul. On my return in October, I was obliged to take 3 months' leave of absence, from which I returned in January, the duty of inspecting the schools being performed in my absence by Mr. H. H. Millett, head master of the Hushyarpur zil' school. As soon as possible after my return I went into camp, and remained on tour during the remainder of the year. The vernacular schools examined during the year by me were those of the Kangra, Hushyarpur, and Jalandhar Districts, and by Mr. Millett those of Lahore, Ferozpur, and Montgomery. These districts remained unvisited—Multan, Amritsar, and Gurdaspur.

3. I have before pointed out how impossible it is for one officer to perform properly the inspecting duties of this large and populous circle. I have never been able to visit in a year more than 6 out of the 9 districts in this circle, and even those I could not inspect with that care and minuteness which are indispensable to secure the proper efficiency of the schools. District Officers have frequently made just complaints of the scant assistance they have received from the Department, and the interests of education have undoubtedly suffered from the same cause. This ground of complaint has now been removed by the appointment of an Assistant Inspector, and I trust to be able to report next year that every district has received a fair share of attention.

4. Mr. Millett, who acted for me during my absence on leave, appears to have performed the more active part of his duties, viz., that of inspection, with zeal and industry; but he appears to have found greater difficulty with the office work, which I found in some confusion on my return. As Assistant Inspector, now, his duties will be confined to simple inspection, and reporting on what he sees, so that I have every hope that his work will be done efficiently.

5. Though not properly coming within the events of the year under report, I may here mention that, on a joint salary with the Assistant Inspector, Mrs. Millett has been appointed Inspectress of female schools in this circle. Mrs. Millett has commenced her duties with great energy and zeal, and has already furnished me with an interesting report on the female schools in the city of Lahore, which I shall notice in the proper place in this report before forwarding to you. Mrs. Millett is now engaged in inspecting the girls' schools in the Kangra District.

6. Maulvi Karim-ud-din, my Deputy Inspector, has continued to perform his duties with the earnestness and efficiency which have always characterised his work. He is a man of considerable learning and immense industry, yet modest and retiring; and as an officer who has grown old in the service of the Department, and contributed not a little to its progress, I venture to recommend him strongly for such encouragement and reward as it may be in your power to bestow on him.

7. In para. 5 of my last annual report I suggested that an effort should be made to improve the social position of the Deputy Inspectors, so as to put them on a level with men occupying corresponding positions in other Provinces; and in your marginal note on my proposal you promised that the subject should receive your attention. I am not aware that any thing has yet been done in this matter, but I would now venture to suggest, that, when the subject is brought forward, the position of the better paid Native Masters be considered at the same time. Several of our higher paid Native Masters have pointed out to me the disadvantages under which they at present labor in having no recognized position, and that there are many

* The Honorable the Lieutenant Governor has consented to allow to officers of a certain rank in the Department, a seat in the Provincial Darbar. —W. R. M. HOLROYD, Director P. I. P.

other Departments in which their education and abilities would speedily secure them, not only higher salaries, but a more assured social status. As it is of the first importance for us to secure a high class of natives for the different appointments in the Department, it seems to me essential that every inducement should be held out to such men to enter it.

8. Two Educational Darbars have been held during the year, but both were confined to the districts in which they were held. In the Hushyarpur District, Mr. Perkins, according to his annual custom, had a Darbar for all the schools of his district in October. These little gatherings are always successful, and have an excellent effect on the minds of the people at large, as well as on the teachers and pupils. Major Paske, too, in the Kangra District, held a Darbar at Palampur at the time of the annual fair, a description of which I shall quote from his report when treating of the progress of education in his district.

9. It has been my practice in former years to give a few general statistics, abstracted from the annual returns prepared in your office and sent on to me, received. showing the changes in the number of schools and students, and other points of interest in this circle. This year* it is impossible for me to do this, inasmuch as I have received from your office only those returns that relate to purely Government schools, and am consequently quite in ignorance of the statistics of the Aided schools in this circle, all the papers regarding which go direct to your office.

10. The number of Government schools (among which I include branch schools as being entirely under Government control) in this circle has been diminished from 823 to 803, by the closing of 18 female and 7 village schools. Notwithstanding this, the number of names on the registers at the close of the year was 33,366, or 1,068 more than at the close of the previous year. The sickness, however, that prevailed at the beginning of the cold season, and still more the scarcity that subsequently oppressed the people, caused the number of pupils and the average attendance to decline considerably for several months; so that the average number of pupils on the rolls, and the average number in daily attendance, respectively, were 749 and 3,676 less than the corresponding numbers for the previous year. The fees collected in Government schools during the year under report were Rs. 91-2-6 less than in the previous year, a small sum when the circumstances of the year are taken into consideration.

11. The most striking point in the statistics of Government schools is the great reduction of the number of boys learning English. The total number of English students at the end of the year 1867-68 was 3,008, and during the following 12 months it was reduced to 1,602, a diminution of 1,406. This has been caused by a change that has been introduced in the course of study of zil' schools, by which it is prescribed that no boy shall be allowed to commence the study of English until he has made a certain degree of progress in his own language and in Persian. This change, which has occasioned what may at first sight appear to be a check to the progress of English education, has really a tendency to produce the opposite results. For it has been found in practice that little boys, beginning two or three languages besides other branches of study simultaneously make progress slowly and with difficulty; while those who first acquire some knowledge of Urdu and Persian learn English with far greater rapidity and accuracy.

12. The statements of the zil' schools have been prepared this year in much the same manner as they were last year, the returns for the Lahore and Amritsar schools being separated from those of the others, though entered on the same sheet. Considerable changes have, however, been made in the organization of zil' schools during the year, which do not appear in the returns, but which I will here describe.

13. Formerly each zil' school was ranked as a whole as belonging either to the higher or middle class. The higher class schools included boys at every stage of progress, from those who were prepared to pass the Entrance Examination to those who were still learning the alphabet; while the middle class schools taught up to a lower standard only. The zil' school curriculum is now divided into three divisions, and each zil' school is divided into three or two corresponding sections, accord-

*The Head Clerk reports that Mr. Alexander informed him that he did not require the statements of Aided schools. However this may be, as the statements of Government schools prepared in my office were sent to the Inspector in April, and his report was not submitted till July, there was ample time to apply to me for the statistics required.—W. R. M. Houscove, Director P. I. P.

ing to the strength of the staff of teachers. In the lower school Urdu and Persian, with a little elementary Arithmetic and Geography only, are taught. It is divided into three classes, and no boy is allowed to enter the middle school until he has completed the subjects appointed for the lower one. In the middle school are 4 classes, and boys entering it, having already acquired a fair knowledge of their own language, are allowed to commence English, to which they give half their time. English is taught in this school only as a language, and instruction in all other branches of study is given only through the medium of the vernacular. At the termination of the middle school course the boys are examined, and those only who pass the examination are admitted to the upper school, in which they spend three years before being sent up to the University Entrance Examination. This system of classification enables us to show at once the number of boys who have really made considerable advance, and to separate them from the mass of boys who are in fact mere beginners. We may thus avoid the reproach cast on us by Mr. Montoath, that our returns were illusive, as showing a very large number of boys in our higher class schools, while the great majority of them were mere beginners.

14. Another great change has been effected in the zil' schools of this circle during the year, which has been the placing of all the branches on the footing of Aided schools. The expressed wish of Government being to make the people of the country pay as far as possible for the education of their children, and all applications for an increase to the zil' school staff having been rejected, I endeavoured, as far as I could, to induce the Municipalities to contribute to the support of the branch schools, and thus to release funds which might be applied to the improvement of the staff of the main schools. In this I have been successful almost beyond my expectation, and I wish to record my thanks to the District Officers and Municipal Committees who have aided the plan so liberally. Government grants-in-aid, equivalent to the local contributions, having been obtained, I was able to place, not only all the existing branch schools on the grant-in-aid footing, but in almost every case to provide for all or some of the classes of the lower schools in the same manner; and I hope within the next month or two to be able to extend the system, so that all the lower schools in every town shall be supported entirely on the grant-in-aid principle. The Government zil' schools will then consist of the upper and middle schools only, and will contain no boys receiving merely elementary instruction.

15. These changes, or rather the one described in the last para., have had a serious effect in reducing the number of boys entered in the returns as attending zil' schools. At Ferozpur and Narnpur for instance, the whole of the lower schools, containing some 130 and 50 boys, respectively, have been transferred to the class of Aided schools; and similarly, at all the other places except Amritsar and Lahore, one or more of the lower classes have been placed on the grant-in-aid footing. In this manner the whole number of boys entered on the books has fallen during the year from 1,165 to 853, and the average attendance from 908 to 746. Fees have in like manner fallen from Rs. 4,020 to 3,600, but this diminution is small in proportion with the decrease in the number of pupils, and shows that the fees have been more carefully levied, and more readily paid. It must be borne in mind that, though the number of zil' school students has decreased, no real diminution has taken place in the number of boys under instruction, as the apparent falling off is due to the transfer of the returns of the lower classes to another table.

16. The progress of the zil' schools has been satisfactory. Those at Lahore and Amritsar only sent up candidates for the Entrance Examination of the Calcutta University, the results of which are shown in the annexed table:—

NAME OF SCHOOL.	Number who passed in			Number who failed.
	1st division.	2nd division.	3rd division.	
Lahore	...	1	3	5
Amritsar	2	5

The Hushyarpur school, during the greater part of the year, had a first class of four boys, whom I hoped we might be able to keep until the time of the examination, but they all obtained employment, and left school before the examination commenced. Had they remained, I think two at any rate would have had every chance of success. The middle school examina-

tion, which was held for the first time this year, afforded an additional test, and its results were on the whole favorable to the schools; 64 candidates were sent up to it, of whom 18 passed in all subjects, 18 failed in some subjects, but were considered to have passed on the whole, and 28 failed altogether. The following table will show how many passed or failed from each school :—

NAME OF SCHOOL							No. of candidates.	No. passed in all subjects.	No. passed.	No. failed.
Lahore	...	...	...	...	...	...	10	7	...	3
Amritsar	...	...	...	...	...	...	12	4	6	2
Multan	...	...	...	...	...	...	10	1	1	8
Hushyarpur	...	...	...	...	...	...	7	...	1	6
Butala	...	...	...	...	...	...	3	1	2	...
Nurpur	...	...	...	...	...	...	7	3	3	1
Firozpur	...	...	...	...	...	...	9	...	1	8
Rahun	...	...	...	...	...	...	6	2	4	...
Total							64	18	18	28

The Departmental Examination of all zil' and aided schools that used formerly to be held annually has now been discontinued, the middle class examination having been instituted in its stead. A detailed oral and written examination of each school was held by me at the close of the year, and its results, which I shall write of at length hereafter, were in most cases satisfactory, and in some highly so.

17. One of the best proofs of the satisfactory progress of the zil' schools is found in the increased number of boys in the higher classes. To show this I must take the returns for the main and branch schools together, as I have already explained that in some of the zil' schools proper there are now no elementary classes at all. In the zil' and branch schools together there were at the beginning of the year under report 2,854 boys, and at its close the number had increased to 2,967. Of the former number 26 per cent. were in the upper, 99 per cent. in the middle, and 87.5 per cent. in the lower school. At the end of the year the percentage of boys in the upper school was the same, viz., 26; but in the middle school the percentage had increased to 15.6, while in the lower school it was only 81.8. Similarly, the proportion of boys in the lowest class of all was at the beginning of the year 72.5 per cent. of the whole, and at the end of the year, notwithstanding the large increase of numbers, it had fallen to 62.3 per cent.

18. Athletic sports have been cultivated in all the zil' schools, as far as the means at our disposal have gone. Cricket has been played, but the want of proper gear has prevented its being practised as much as I could wish, while my absence on leave and busy occupation after my return made the assembling of the different elevens for friendly contests impossible. The gymnasium at Amritsar has been regularly used by the boys; it attracted the special admiration of the Amir of Cabul when he visited the school, and he directed one of his ministers to take a plan of it with a view to erecting similar ones for the use of his troops. I have been unable from want of funds to put up gymnasia at the other zil' schools, with the exception of Firozpur; and I would suggest that a grant of about Rs. 150 for each zil' school be obtained from the general savings of the Department for this purpose. The example set in the zil' schools has been taken up in the vernacular schools in almost every district, and you can now scarcely pass a village where there is a Government school without seeing little boys practising running and leaping, or playing an imitation of cricket with roughly made bats and balls. In one country town, Kartarpur, in the Jullundur District, the boys, who had been supplied with English bats and balls by the Gurm of that place, attained such a degree of skill in cricket that they defeated the boys of the Hushyarpur zil' school in a closely contested match.

19. The Nurpur zil' school-house has been finished during the year, but not in a manner altogether satisfactory. Great difficulty was experienced in procuring proper beams of deodar timber for the roof, and for this reason the completion of the building was postponed till after the rains in the hope that the beams might then be procurable on the Ravir. The cost of deodar timber was however found to be greater than the funds available could afford, and consequently beams of chil wood were put up, which, not having been properly seasoned, give every prospect of soon coming down.

The Hushyarpur school-house, which I reported last year as being in an unsafe condition, we have since been obliged to abandon altogether. Mr. Perkins, the Deputy Commissioner, kindly lent for the use of the zil' school, a building close by it, which was used formerly as a patwaris' school, and in this the school work has been carried on for the last year. The building however is not well adapted for the purpose, and scarcely affords accommodation sufficient for the boys attending the school. A plan and estimate for a new school-house were prepared and forwarded to you, and provision was made in the Municipal budget for one-third the cost of the new building, but Government having declined to make any grant this year for the purpose from the Imperial budget, it will be impossible to build a new school-house, which is very much to be regretted. All the other zil' school buildings are in good condition.

20. With the progress made by the Amritsar zil' school I have every reason to be entirely satisfied. Mr. Lindsay, the very able head master, has furnished me with a report on the school, which I will quote almost in extenso, and which leaves very little for me to say beyond that I entirely agree with his remarks. I may add, however, that when I examined the school minutely in March, I was exceedingly well pleased with the progress of all the classes, and especially with that of the lower classes, which showed that great care had been expended on their tuition. I here quote from Mr. Lindsay's report—

The official year opened with 184 boys on the rolls, and closed with 189. The amount collected as entrance donations during this year was Rs. 96, and as fees Rs. 895-15-0, giving a total of Rs. 991-15-0.

During the previous year, 1867-68, the school suffered greatly from the pestilence, and in the year 1868-69 the famine operated no less grievously in checking the increase of numbers. The largest addition to the numbers was made in February, and it is hoped that with better harvests the roll of the school will improve.

The work of the school has proceeded regularly and satisfactorily on the whole; and the vernacular teachers especially have brought on their classes with unusual diligence and success. For this result Maulvi Fazl Din, the 1st munshi, merits much commendation, as he had the supervision of those subjects of vernacular study which the head master could not so perfectly undertake; but the several teachers themselves deserve the greatest credit for their success. The English teachers also have attended to their work with their usual zeal, and the results of the examination will, it is believed, show that the progress of the classes in English has been satisfactory, if not commendable. The 4th class in particular passed 10 out of 12 boys in the middle school examination held last January. The greatest shortcoming appears in the 3rd class, of which the boys answered very badly in History and Geography, for which Mr. Carbery is principally to blame, the more so as the deficiencies of the class were pointed out in December (if not before), and most of the boys continued to read with him, in the second class, till the Inspector's examination was held. It is hoped that this state of things will improve, as measures have been taken with that view. In the 1st class too the boys were singularly unsuccessful at the Entrance Examination, which only 2 out of 7 candidates passed. The head master takes blame to himself now for having allowed 3 of the candidates to go up, which he only permitted on the grounds that they seemed bent on leaving school, and that their success at the preliminary examination in July did not altogether foreclose all hope of success after 4 months' additional study. Of the other four, one went up from the Lahore school, but failed, in 1897, and another took the 2nd place in his class in the Departmental Examination, proving him to be better than one of those who passed. It is however thought that Departmental Examination held in July is not of much service in enabling masters to judge of the capabilities of their pupils; and as it tends to excite unpopularity towards a head master, who exercises an independent judgment in the matter of letting candidates go up for examination, it may be deserving of consideration whether it would not be judicious to hold a 2nd examination of candidates for the Entrance Examination, allowing only those to go up for the 2nd examination who passed in the 1st. The labor of the 2nd examination would be trifling, as probably not above 30 or 40 boys (if so many) would be admitted to it from the entire Panjab. By holding the 1st examination in the 1st week of July, and the 2nd in the 1st week of October, the results might be communicated to head masters by the end of October, and in sufficient time for the requirements of the Registrar of the Calcutta University. In this way (as in the new middle school examination) head masters would be relieved of the responsibility and unpopularity of exercising their own judgments in this delicate matter; and the frequent invidious reports of boys of 3rd, and even of 4th classes passing the Entrance Examination from some schools, while 1st class boys of other schools, who did well in the Departmental preliminary examination, failed, would be prevented. It would also be well if the Registrar of the Calcutta University were supplied by the Director of Public Instruction alone (and not by head masters as at present) with a list of approved candidates from each school. It may be added, with reference to the 1st class, that it has for the last two years consisted mainly of boys of very average abilities, without steady industry to compensate for want of talent. The new class contains some very promising pupils, though unfortunately the best boy is in a bad state of health.

Of the subordinate masters little need be said, as their conduct has on the whole given satisfaction. Babu Jodhunath, during the few months he has been here, has avoided the errors of his former connexion with the school; and Mr. DeRozario is a promising young man, who, with more experience, will probably be a valuable master. He deserves very great praise for his training of the "eleven" of the school, and for the interest he has kept up among the boys in athletic sports. Beyond the instruction of his classes, Mr. Staines' connexion with the school was not satisfactory, as he was the most unpopular master, both among his colleagues and pupils, who ever joined the school during my incumbency, and some of his proceedings met with my strongest disapprobation. Mokand Jall has been very useful in supervising the English translation of several classes, which he has conducted with praiseworthy diligence. Dhani Ram, Ram Saran, and Wallace Akmal, have also been industrious and regular in their work; their classes having passed very good examination. The removal of the first from the school staff would be a subject of regret, were he not employed as acting superintendent of branch schools. In this capacity he has done good service, especially in inducing boys to join the main school. Mr. DeRozario has also got his classes on very nicely in penmanship; some of the boys write very creditably.

In conclusion, I have to acknowledge the good services of Mr. Carbery, as custodian of the library, and of Munshi Pir Bakhsh, the muharrir, whose duties have been somewhat troublesome, during a period of considerable change, in the preparation of accounts, &c. The returns having almost invariably been accepted as correct, it may be presumed that their work could scarcely be better done."

* The new system by which a student is bound to study for three years in the upper school, before going up for the Entrance Examination of the Calcutta University, will remedy the evil complained of. Amongst such students there will, I anticipate, be very few failures.—W. R. HOLROYD, Director P. I. P.

21. Several changes have taken place in the staff of teachers during the year. Mr. Carbery, the 2nd master, was absent on two occasions for a short time, having been appointed to officiate as head master at Gujranwala and Multan. Mr. Mukarji, the 3rd master, was transferred as 2nd master to Hushyarpur on the 1st August, and his place was taken for 2½ months by Mr. H. H. Staines, who was succeeded temporarily by Mr. DeRozario, and afterwards permanently by Babu Jodhunath Chakarbatti. The 5th master, Dhani Ram, was replaced by Mr. W. DeRozario in January; and other minor changes took place at different times which do not require to be here specified. One appointment, however, may be mentioned, viz., that of Munshi Pir Bakhsh to be muharrir. Formerly there was no muharrir employed, and the office work, which in so large an institution is very heavy, fell on the vernacular teachers whose time was already fully occupied. The appointment of the muharrir then not merely gave great relief to the teaching staff, but caused both the school and office work to be more carefully and regularly performed.

22. One other new appointment I must also refer to although not properly belonging to the zil' school establishment. It is that of an Arabic teacher, who receives a salary of Rs. 20 a month, from local funds, supplemented by a Government grant. The post was given, at the desire of the principal men of the city, to Maulvi Abdul 'Ali, in October last, and he gives instruction to 52 of the boys of the zil school, besides several of the branch school boys. This appointment has been too recent for much progress to have been made, but I have not been altogether satisfied with his work, as he began to teach without method on the old indigenous system. I have, however, carefully arranged his pupils into classes, and prescribed a fixed course of study for them, so that I hope to find better progress when I next visit the school. The Amritsar boys, who are chiefly Hindus, do not as a rule take at all kindly to Arabic, which they regard as the language of the Muhammadans, and I have consequently arranged for the appointment of a Sanskrit teacher, so that all may have the opportunity of learning one of the classical languages according to their tastes.

23. Of the work of the masters, Mr. Lindsay has reported at length, and in his remarks I quite agree. Mr. Lindsay's own work I must speak of with high commendation, and I cannot but regret that he is about to be removed from the school although it is to a higher appointment.

24. At the beginning of the year the Multan school contained 122 boys, of whom about 50 belonged to the lowest or 10th class. At the close of the year there were 117 boys, all of whom had advanced beyond the lowest class. This shows, besides progress in studies, an actual increase of numbers, as the lowest class of 17 boys was converted into an Aided school in January last. Moreover, some 6 or 8 boys, who had been sent over on stipends from Dehra Ghazi Khan, were ordered back to that school in the last month of the year, and thus caused an unusual and sudden reduction in the number of pupils. In point of numbers then the school may be said to have materially improved during the year.

25. Equal progress has not, however, been made in other respects, and I am by no means satisfied with the general condition of the school. All the classes of the upper and middle school are complete, and the lower school contains two classes only, the third, as I before mentioned, having been transferred into an Aided school. But though the classes have all been filled up, and the boys rapidly advanced, their progress has been anything but sound, and their advancement little more than nominal. In English all the classes have been very fairly taught, except that the translation in the lower classes has not been taught with sufficient regard to the idiom. But in the vernacular subjects of study there was, at the time of my examination, hardly a single class that approached the standard prescribed for it. For example, the boys of the 3rd class of the middle school were reading subjects which they should have completed in the lower school, and similarly in other classes. Mr. Staines, the head master, attributes this fault to the idleness and inattention of the vernacular teachers, but I cannot exonerate him from all blame. It was his duty to satisfy himself that the boys had completed the studies of one class before they were promoted to another, and he should have reported earlier the inefficiency of the Oriental teachers.

26. Mr. Staines gives the following report of the work of his subordinates. It is undoubtedly true, as he says, that the school has suffered from the frequent changes in the establishment, but these, however much to be regretted, have been quite unavoidable.

"In the English staff, consisting of four masters, there have been six changes, and the second mastership was vacant more than two months. Wajid 'Ali, 3rd master, who was always anxious to leave the Educational Department, has at last obtained an appointment in the Deputy Commissioner's office. As he takes no interest in teaching, I would not recommend his being taken back into this school, should he at any time wish to return.

"In the Oriental staff, which for a part of the year consisted of only three teachers, but was afterwards increased to four, there have been no less than 8 changes. Fakhur-ud-din, I am sorry to say, has been a great source of annoyance here, owing to his intriguing habits and disagreeable manners. He is very idle and careless, and requires constant watching. During the five months he has acted as second munshi, no progress has been made in his classes. His immediate removal, I need hardly add, would be a benefit to the school.

"Babu Jodhanath, who was transferred to Amritsar from the second mastership of this school, and Maulvi Shahsawar-ud-din, 1st munshi, who joined in October 1868, I am happy to recommend as zealous and able teachers. Shahsawar-ud-din has just obtained two months' leave on account of sickness, and, I fear, will not be able to return to his duties here, as the climate does not suit him. Babu Harri Singh, 4th master, left us in October 1868, having worked well to the last. He is now on probation as English Sarsiteldar to the Commissioner of Multan, on Rs. 130 per mensem."

I may note here that Fakhur-ud-din, having again been unfavorably reported by the head master, has been dismissed. Wajid 'Ali has expressed a wish to return to the Department, but I have not made up my mind whether to re-appoint him or not. Mr. Staines has done that part of his work which consists of actual tuition, and the maintenance of strict discipline and order in the school, exceedingly well. It is to be regretted that the other equally important part, the supervision of the work of his subordinates, has not been equally well performed; but I trust that he will not again overlook it.

27. Cricket and such other athletic sports as could be carried on without the aid of special apparatus have been regularly and actively practised by the boys, under the supervision and guidance of Mr. J. D. Staines, the head master; but, as I mentioned before, no opportunity has occurred for them to display their prowess in a match. I am in hopes of being able to erect some gymnastic apparatus near the school-house during the year.

28. The Hushyarpur zil' school is one of those that has suffered a large apparent diminution of numbers from the separation of the entire lower school, containing 46 boys, in October last. It now consists, therefore, of only the upper and middle school, of which all the classes are complete, and contains 85 boys. This shows a decided improvement since the beginning of the year, when the same classes contained only 55 pupils. In the returns furnished to me from your office there is evidently a mistake* in the amount of fees collected in this school during the year, which is put down at Rs. 28 only, whereas, according to the returns in my office, the fees amounted in the year to Rs. 362-4-6. This sum, which I believe to be the correct one, approaches within a very few rupees of the amount collected in 1867-68 before the separation of the lower school, and shows how well the education given in the school is appreciated by the people.

29. The progress of the classes during the year has been steady and encouraging, as is shown in some measure by the fact mentioned in the preceding para., that the upper and middle school classes contained at the end of the year 30 boys more than at the beginning. The teaching of the classes too has been sound and careful, and at my examination I had few faults, beyond some of minor detail, to point out. I was especially pleased with the translation from English to Urdu of some of the classes of the middle school that had been under the tuition of Radha Kishn, the 3rd master. The subjects in which the boys were most deficient were, English dictation and Arithmetic, but I left special instructions regarding these subjects* that I hope will remove the defects. I have mentioned already that none of the boys who formed the 1st class at the beginning of the year remained long enough at school to be able to go up for the Entrance Examination of the Calcutta University. They all left for employment, but a new 1st class has been formed, containing 4 boys, of whose success at the next Matriculation Examination I have every hope, unless they also be tempted away by the prospect of obtaining good pay in Government service.

30. There have occurred several important changes in the staff of teachers during the year. Mr. H. H. Millett remained as head master up to the beginning of October, when he was appointed to officiate for me during my absence on leave. He returned to the school in January, and continued to have charge of it until the end of the year, though he was appointed Assistant Inspector from the 1st March. The work he did was well done, and he maintained a careful supervision over his subordinates, though I do not think that he himself took a sufficient portion of the work of tuition. Dalpat Rai, who was second master at the beginning of the year, and had a high character for steadiness and industry, has left the school on leave, and is not likely to return, as he is now making large profits as a pleader in the Chief and District Courts. He was succeeded by Mr. Mukarji, from Amritsar, who held charge of the school during Mr. Millett's absence, and has always proved himself a careful, industrious, and successful teacher. Radha Kishn, the 3rd master, part of whose work I commended in the preceding para., has

* The amount was taken from the returns furnished by the head master. The error has now been corrected.
W. R. M. HOLROYD, Director, P. I. P.

proved a most efficient teacher, and deserves high praise. Nihal Chand, the 4th master, and the Oriental teachers, have also worked well.

31. The Batala zil' school shows a decrease in the number of its pupils of 21. As in the schools mentioned above, this diminution is apparent only, the classes of which the school now consists having actually increased in the number of their pupils. The decrease has been caused by the conversion of the lowest class of 26 boys into an Aided school, so that the school now consists of the 4 classes of the middle and the two upper classes of the lower school. The middle school contained at the end of the year, 13 more boys than it did at the commencement. At the beginning of the year, before the new classification of the schools came fairly into operation, there were 11 boys in the 2nd and 3rd classes of the upper school, but as the staff of teachers was not sufficient to teach so many classes, these boys were in July transferred to the Amritsar and Lahore schools. The returns still show 14 boys in the lowest class, but these are purely Hindi students whom I am in hopes of being able to transfer before long to the branch school establishment.

32. The instruction given in the school has been on the whole good. All the boys who went up to the middle school examination passed successfully, one of them in every subject. The other classes I examined in detail, and was on the whole satisfied, though in the lower classes of the middle school, and in both the classes of the lower school, the boys are behind the mark in some subjects.

33. The only change of note in the school establishment has been the transfer of Babu Jaigopal Singh, the late head master, to the Rawal Pindi Normal School, and the appointment of Mr. J. Basten, of the Lahore Mission College, in his stead. Babu Jaigopal Singh, during the time he was at the head of the school, displayed much tact and judgment in conciliating all parties in the town, and performed all his duties in a highly commendable manner. Mr. Basten has been but a short time in charge of the school, but seems careful and hard-working, and will doubtless prove an efficient head master. The other teachers, English and Oriental, have done fairly, but deserve no special mention.

34. The separation of the 3 lowest classes forming the entire lower school has reduced the number of boys in the Nurpur zil' school from 84 to 30. The terrible scourge of fever that passed over the lower part of the Kangra District at the beginning of the cold weather had a most depressing effect upon the school. The town suffered severely, several hundreds of its inhabitants, including a number of the school boys, and one or two teachers, having died of the fever.

35. This severe sickness followed by the dread of famine paralysed all attempts at progress for several months, and I cannot report so favorably of the school as in former years. However that something has been done is shown by the fact, that 5 out of 7 of the boys who went up to the middle school examination passed, 3 of them having passed in all subjects. * For so small a school it sent up a large proportion of candidates, and the percentage of the candidates who passed was as high as in any other school in the Province. Again, the number of boys in the middle school has increased during the year from 17 to 30, though the highest class alone lost some 6 or 7 boys from deaths and withdrawals. The whole number of boys actually promoted from the lower to the middle school during the year amounted to upwards of 20. The highest class competed with the 1st class of the Mission School at Kangra for some valuable prizes given by the Deputy Commissioner, Major E. Paske, and, though the comparison between the two was rather difficult, the latter consisting of boys preparing for the Entrance Examination, and the former being merely the 4th class of a zil' school, the results of the examination were not unfavorable to the Government School. The examiner was the Reverend J. Hocking, Chaplain of Dharmasala, who awarded the first prize to a pupil of the Mission School, and the second to Lachman Das, of the Government School. At my own examination of the school I was on the whole satisfied. The principal defect was the backwardness of some of the classes in Urdu and Persian subjects—a backwardness which is noticeable in several of the schools, and arises partly from the recent introduction of the new scheme of studies, which prescribes higher Oriental subjects for the different classes than was formerly taught in them. Some of the boys, however, answered well in Persian, and I was particularly pleased with the translation of some of the highest class.

36. Two important changes have taken place during the year in the school staff. The head master, Pandit Jai Narain, was appointed governor to the Nawab of Bahawalpur in November, and Thakur Das, B. A., of the Lahore Mission College, was transferred from Ropar to this place. The head Oriental

teacher, Ghulam Mohi-ud-din, was also transferred from this place, and succeeded by Muhammad Sarwar, teacher of the Hushyarpur Normal School. The latter remained but a short time, having been promoted to a chief muharrirship, and he was succeeded by Maulvi 'Ata-ud-din, an excellent Persian scholar, formerly of your office. With the work of the present head master, Thakur Das, during the short time he has been in the school, I am satisfied. He teaches well, and takes considerable pains to supervise the work of all the classes, and to encourage the boys to read and understand the books and papers that are supplied to the school. He has also founded a Debating Club, which has been joined by all the teachers and some of the principal residents of the town, and in which the subjects discussed are those bearing on educational and social topics. The other teachers have done their school work fairly, but an unpleasant feeling has been growing up among them for some time which may oblige me to remove some or all of them elsewhere.

37. Notwithstanding serious disputes among the teachers which brought no little discredit on the school, the Ferozpur zil' school has made substantial progress during the year. It is the school which of all in this circle has suffered the greatest apparent loss from the separation of the entire lower school including the Hindi classes. This separation has reduced the number of boys from 232 to 93.

38. At the beginning of the year there were 5 boys in the 3rd class of the upper school, but these were all transferred on scholarships to Lahore and Amritsar, so that there remain in the zil' school only the 4 middle school classes. The number of boys in these 4 classes has nearly trebled during the year, having increased from 33 to 93, and this is a good sign of satisfactory progress. The classes have not all, however, been well taught in every subject, and though progress has decidedly been made, it has not been altogether as sound as I could wish. At the middle school examination one boy only passed, though the class consisted of 6 boys who had been for about a year in it, and of 8 others who had been recently promoted.

39. The school staff remained the same as in last year until October, when several serious charges were brought against the head master by two of his subordinates, Ganda Singh, the 3rd English master, and Jallal-ud-din, the head Oriental teacher. These charges were investigated by the Deputy Commissioner and myself, and it became apparent that though they were prompted by malice and personal ill will, and that no wilful corruption or intent to defraud could be proved against the head master, he had undoubtedly been exceedingly bad and careless in keeping the school registers and accounts. After the virtual settlement of the case the charges and complaints against the head master were reiterated by Ganda Singh, who has long borne a character for low intrigue, with a malicious pertinacity, that rendered his dismissal necessary. Jallal-ud-din, whose fault was less, was transferred to the Lahore Normal School, and Inayat-ullah sent to Ferozpur in his place. With the exception of the want of firmness and business habits alluded to above, I have no fault to find with Wahab-ud-din, the head master; but these defects of character are such as to lessen materially his usefulness as the head of a large school; and I would recommend his transfer as assistant to some other place until he acquires more experience and tact.* With the second master, Ram Chand, also I am not satisfied; he shows no interest in his work, which is carelessly performed, and I shall probably have to recommend his removal. The other teachers have worked fairly.

40. The Rahun zil' school is one which since the appointment of its present teachers has given me unqualified satisfaction. The number of boys in the zil' school has decreased during the year, from 195 to 100, in consequence of the separation of the two lowest classes of the lower school. The zil' school, therefore, now consists of the 4 classes of the middle school, and the highest class of the lower school. At the beginning of the year these classes contained only 56 boys, so that the present zil' school has increased by 44 boys during the year.

41. The addition of 44 boys to the present zil' school shows that a very fair proportion has been advanced to the high classes, and this advancement, I am happy to say, has been in every respect real. In a careful oral and written examination held by myself the boys answered excellently in all subjects, and showed that they had received very careful instruction. At the middle school examination all 6 of the candidates from this school were successful, and they have since been transferred to Hushyarpur and Amritsar.

42. No changes of importance have taken place in the school staff during the year. The former teachers have continued to discharge their duties with zeal and ability, and I must especially commend Partab Singh, the head master, and Munshi 'Alam Shah, the head Oriental teacher, to your favorable notice.

* The head master will be removed from Ferozpur.—W. H. M. HOLBOYS, Director P. F. P.

43. Next to the zil' schools with which they are so intimately connected, I must report on the branch schools. As mentioned before, these schools

Branch schools.

have all been converted during the year from Government to Aided schools, and they are in consequence entered in the returns for grant-in-aid institutions, although their management still remains in my hands. Having obtained increased grants from local funds besides the Government grant, I have been able very largely to increase and improve the establishments of the branch schools, besides including in them some or all of the classes of the lower section of the zil' school to which they were attached; and out of savings from the cost of the establishment that accrued during the year, I have been able to supply all the branch schools with proper furniture and apparatus. The usefulness and popularity of these schools have thus been largely enhanced, while the funds released by this measure have been made available for rendering more efficient the zil' school establishments. I give below a list of the sources from which the funds for the support of the branch schools are derived.

NAME OF PLACE.	Monthly grant from municipal funds.	Average monthly collection of fees.	Maximum Government grant sanctioned monthly.
Amritsar	191 0 0	72 0 0	265 0 0
Multan	50 0 0	4 8 0	50 0 0
Hushyarpur	50 0 0	13 0 0	60 0 0
Batala	30 0 0	12 8 0	30 0 0
Nurpur	60 0 0	4 8 0	64 0 0
Ferozpur	110 0 0	16 8 0	115 0 0
Rahim	26 0 0	11 8 0	36 0 0
Total	517 0 0	134 8 0	620 0 0

44. The new arrangement, having converted the lower classes of zil' schools into branch schools, has caused a considerable increase in the numbers. Omitting the Lahore branch schools, of which I have no returns this year,

Statistics.

the number of pupils has increased from 1,769 to 2,256, and the average attendance from 1,485 to 1,839. The amount collected in fees has increased from Rs. 1,420-13 to Rs. 1,605-3-6. The number of English students has decreased from 1,008 to 81, all of whom are in the Amritsar schools. The reason of this has already been explained to be that no English is now taught in the lower school, and none of the branches except at Amritsar contain any of the middle school classes. The number of Hindi scholars has varied very slightly, while that of the Urdu and Persian students has increased in a large proportion, showing that the study of the latter languages is growing daily more popular.

45. The Amritsar branch schools remain the same in number as at the end of last

Amritsar branch schools.

year, none of the classes of the main school having been separated from it. The number of pupils has increased very slightly, viz., from 900 to 907, but the number of Urdu and Persian students has increased very largely, viz., from 386 and 34, respectively, to 438 and 165. Mr. Lindsay in his report gives a complete statement of the condition of these schools, to which I can add but little. As regards his remarks on the apathy of the *Pandahs*, I must note that the large increase to the number of Urdu and Persian students does not seem to indicate any unusual remissness on their part. Mr. Lindsay's recommendation, that the salary of the *Pandahs* should be slightly raised, shall be considered when I prepare my suggestions for re-arranging the establishments for the year; and I will also endeavour to arrange for the alterations required in the school buildings. Mr. Lindsay reports as follows:—

"The six branch schools are in a satisfactory state both as to numbers and tuition. After supplying 53 new boys (some of whom, however, afterward went away) to the main school, the numbers show an increase of 7 in the whole year, being 907 on the 1st April 1869. The fees have increased from Rs. 955-7-0 in 1867-68 to Rs. 862-1-0 in 1868-69. The largest increase, as may have been expected, appears in the central branch schools of the Alluwallah and Sahz Mandi; but the Band Katra school has fallen off by 37 boys, and Rs. 16-10-0 in fees. It has, however, sent 7 boys to the main school, which is a higher ratio than that of any other school to its closing number. The schools have been put on the grant-in-aid footing from the 1st April, but the present organization was not completed till October last, when the salaries and the numbers of the teachers were considerably increased. This seems to have had the effect of improving the English and Urdu teaching (especially the latter), but it is feared that the *Pandahs* have been discouraged at not having received corresponding promotions. They certainly have not shown any increase of zeal in inducing their boys to study English and Urdu. As there is just now some difficulty in getting good *Pandahs* with large schools to enter Government employ (the cause of this difficulty being probably the rivalry of the Mission schools) it would seem judicious to add a couple of rupees at least to their salaries all round, and

promise a further increase to those who exhibit marked zeal in encouraging their boys to enter the Anglo-Urdu classes. Perhaps an annual khillat would incite them to greater exertion, and be the most popular form of reward to the most deserving *Pandits*.

"The want of a school-house for the Alluwallah central branch school is greatly felt. The present school is rented for Rs. 10 per month, but it does not look a very safe place for so many boys (243) to assemble in, although no better can be found. It has recently been repaired, but even this is not altogether so re-assuring as the erection of a proper building by Government Engineers. This matter is strongly urged for early and grave consideration, as the consequences of any disaster resulting from the insecurity of the school-house must be exceedingly serious. The floor of the Sufaid Katra school ought also to be re-laid with the pakka cement to protect the mats, &c

"The thorough re-organization of the staff of these schools in October obviates the necessity of recording any subsequent changes of importance in them. The superintendent, Harri Singh, (formerly the best branch school teacher we had) went on leave from 1st January, and has been succeeded by Dhani Ram (5th master of the zil' school), who has shown much zeal and tact in managing the schools. The resignation of Harbhagwan and Walloo Bakhsh, of the Sufaid Katra, appear to be the most important changes next to the general re-organization alluded to.

"On the whole these schools are performing their functions satisfactorily. The new masters supplied by the Lahore Normal School are uncommonly good teachers, and with such men in the schools, and the able superintendent constantly watching their proceedings and the general welfare of the schools, there is reason to hope that the city will derive great benefit from these institutions."

46. Though the number of branches of the Multan zil' school has been increased from 2 to 3, by the separation of the lowest class, the number of pupils has very slightly increased, viz., from 79 to 93. All learn Urdu, and it will be seen from the annexed report by Mr. Staines that the new organization has considerably increased their efficiency. Mr. Staines writes—

"The branch schools are getting on very fairly. The classes are now properly organized, the teachers have fully adopted the English system of instruction, and the strict discipline now maintained is highly appreciated by the parents and guardians of the children. The Director of Public Instruction, after examining these schools in February last, made the following remarks in their visitors' books :—

Branch school No. 1.—"The boys of this school have been well taught."

2.—"The boys of this school appear to have been carefully taught, and they passed a creditable examination. Endeavours should be made however to improve their reading. They read too quickly, and not with sufficient distinctness. Shankar Das, head teacher of No. 2 branch school, has worked remarkably well; and Aga Hassan, 2nd teacher, No. 1 branch school, has also given great satisfaction. I should be glad to see both these men promoted. Shankar Das in particular is drawing a very inadequate salary."

47. The returns for 1867-1868 give the number of branch schools at Hushyarpur as 2, and those for the year under report represent them as 4. In this there seems to be some misunderstanding, inasmuch as during the year 3 new branch schools have been constituted, one being the lower section of the zil' school, and the other two schools opened in the suburbs called Khanpur and Bahadurpur. The two older schools appear in the returns for 1868-69 to have been reckoned as one, and hence the mistake, which is however unimportant. The number of pupils has increased from 194 to 349, all of whom, except 26 who learn Nagri, are reading Urdu and Persian. The returns I have received represent all but 20 of the pupils in the lowest class, and this appears to me to be certainly an error, as a very much larger number of boys than that were examined by me in the higher classes a short time ago. Two of the branches are decidedly efficient, and give a very fair education as far as they go; one other is also tolerably good though inferior to those just mentioned. The other two, which were established during the year, have not yet been got into good order.

48. The transfer of the lowest class of the Batala zil' school to the branch schools caused an increase to their number of one, and to the number of pupils of about 40. Good progress has been made in the classes. Besides 32 boys who have been drafted into the main school, there were at the end of the year 38 more boys in the upper class than at the beginning. New and efficient teachers and assistants have been appointed from the increased funds available this year, and the schools are working in every way satisfactorily.

49. The number of branch schools at Nurpur remains the same as at the end of 1867-68. One school that there existed, and proved of little use, was closed, and the constitution of the 3 lowest classes of the zil' school into a branch school made up the number again to 4. The number of pupils has increased from 141 to 161, and the amount of fees levied has nearly doubled. With the exception of the 3 or 4 months during which sickness was so very rife in the town and neighbourhood, the attendance during the year was much more regular than at any previous period. One of the branch schools suffered from the death, from the prevailing fever, of its very efficient and influential head teacher, Abdulla Ju, but it is now recovering its former status. A commodious new branch school-house in the centre of the town has been erected during the year, and now only one of the branch schools has insufficient accommodation.

50. The branch schools at Firozpur have increased in number from 1 to 3, the two new ones being the lower classes of the former zil' school, and the Hindi classes formerly attached to the zil' school. This has occasioned a very large increase of the numbers, viz., from 105 to 277, and a still greater

increase of the fees, viz., from Rs. 59 to Rs. 197. The central branch school, formerly the lower zil' school, has been well taught, and is in a thoroughly efficient condition. The city branch school has much improved both in numbers and efficiency, and its teacher, Ahmad Khan, deserves credit for the pains he has bestowed on it. The Hindi branch is not equally good; the attendance is irregular, and the teachers have not done their work satisfactorily. I have directed a reduction to be made in their pay until they exert themselves more.

51. In the returns of last year only one branch school was entered as established at Rahun, though there were 2 distinct schools, one Persian-Urdu, the other Hindi. In the returns now under review these two schools are distinguished, and two others, constituted during the year, added to them. One of the new branch schools is formed of the two lowest classes of the zil' school. The addition of the two new schools has caused an increase in the number of pupils from 155 to 239. The 3 purely Persian-Urdu branches have worked very satisfactorily during the year, and made excellent progress. The 4th branch, which contains 75 Hindi students, 30 of whom learn Urdu also, has made little or no progress, and it is questionable if the *Pandah*, Surjan, should not be removed. His removal would considerably reduce the attendance on the branch schools, but would enable us to increase their efficiency, and, under the new arrangements contemplated, it may be found necessary.

52. The Local Committees of Public Instruction show by no means the same Local Committees of Public Instruction alacrity to promote the interests of the schools as they did when they were first established. They have however been useful in composing local differences, in making known to us the feelings and wishes of the people, and in explaining to them the objects of new arrangements. In some instances too they have been of substantial service in other ways. It is noticeable that they are generally more active and useful in small towns than in the larger cities. I will note here the character displayed by each Committee during the year.

Amritsar.—The Local Committee at Amritsar have shown even more than their usual apathy and want of interest in the progress of education. They have never held a meeting of their own accord, and even when called together by the head master to discuss any matter of importance, very few have answered the summons. On some occasions even the head master was unable to induce a single member to attend. As patrons of the branch schools also, they have as a rule entirely neglected their supervision, but to this I must make an exception in favor of Babu Mohan Lall, Khan Muhammad Shah, and Jan Muhammad, who, though they have seldom visited their schools, have displayed some degree of interest in their welfare.

Multan.—The members of the Multan Committee have shown some slightly greater activity. They attend the meetings when summoned, and discuss matters proposed to them with intelligence and care, but no great results have appeared from their efforts.

Hushyarpur.—The Hushyarpur Committee has been as apathetic and useless as usual.

Batala.—The Batala Committee has continued during the year to display some more lively degree of interest in their work than formerly. The three principal members have been prevented from various sufficient reasons from attending the meetings regularly; but the other members have always responded to the head master's summons, and have kept up a useful supervision over the branch schools. They contribute Rs. 30 a year to pay the fees of poor students.

Nurpur.—The Nurpur Committee has suffered a serious loss in the death of its most enlightened and active member, Maulvi Umar-ul-din. During the early part of the year, they did but little, but in the last few months they have shown greater activity, and have originated several useful measures.

Ferozpur.—Of the Ferozpur Committee one member only has displayed any real interest in the school, viz., Lala Nagar Mal. I brought him to your notice last year, and I have great pleasure in doing it again now.

Rahun.—Local dissensions have greatly lessened the useful influence of the Rahun Committee. Some of the members however deserve notice. Gokal Das has always shown great interest in the school, and exerted himself to promote its welfare. Amir Khan and Khema Mal hid out, at their own cost, a garden in the school enclosure; and Sultan Khan paid for the cost of repairing the floor of one of the large rooms of the school-house. As a rule, however, the Committee has met but seldom, and has originated no useful measures.

53. The town schools were the same at the close of the year under report as at its beginning. The number of pupils increased during the year from 9,057 to 3,193, and the average number of names on the rolls was 40 higher than in the preceding year. The average daily attend-
Denominator schools.
Town schools.

ance, however, was considerably less than in the previous year, having declined from 2,527 to 2,224, owing in all probability to the distress caused by the prevalence of high prices for several months. The amount collected in fees was greater than that realized in the previous year by Rs. 145. This increase in the fees is remarkable, as it would appear that the number of non-agricultural or fee-paying students has considerably diminished, while the number of agriculturists has increased 59 per cent. of the whole number of boys belonging to the latter class.

54. The number of village schools has been reduced from 608 to 601, by the closing of 5 schools in the Ferozpur and 4 in the Multan District, and the establishment of 2 new schools in the Kangra District. The number of pupils has increased from 20,759 to 21,197, while the average daily attendance has fallen slightly, viz., from 17,787 to 17,695, probably on account of the pressure of the famine. In the returns sent to me from your office there is an evident mistake in the column showing the average daily attendance. For the Hushyarpur District this is put down at 35 only,* whereas I calculate from the returns in my office that it should be 3,229. The total of the column would require a corresponding alteration, as it is given at 14,501 instead of 17,695. A large increase has taken place in the amount realized in fees, which have risen from Rs. 2,550 to Rs. 3,001. This great increase has been chiefly in Gurdaspur, where the fees have increased from Rs. 789 to Rs. 1,051. In the Amritsar, Ferozpur, Multan and Montgomery Districts, the fees have fallen off; 80 per cent. of the boys in the village schools belong to the agricultural class.

I visited and examined all the town schools in the Jalandhar District during the year, and give here a brief account of each school.

Kartarpur.—Much improved, attendance largely increased, and classes well taught, except in Arithmetic. Head teacher a good man, but would be improved by training at the Normal school.

Nakodar.—The dismissal of the *Pandha*, of whom I have frequently complained, has reduced the number of pupils. The Persian school has, however, increased in numbers, and improved in other respects.

Philaur.—A good school, and well attended. The upper classes very well taught, but a most unreasonable proportion of the boys in the lower classes.

Nawashahar.—The Persian school has much fallen off. The head teacher does his own work well, but does not keep his assistants up to the mark, and consequently two-thirds of the school is badly taught. The boys are untidy, and the discipline slack. The Hindi school has been well taught.

Banga.—Attendance good, and classes well taught throughout. The Officiating Deputy Commissioner, Captain Harcourt, has sent me an elaborate report on education in the district, but as I judge from its style that it was written by one of the subordinates in his office, I cannot consider it of much value. With the following passage from it I quite concur:—

"The progress of these schools in education is commendable, for the teachers are pains-taking and anxious to do well. There is, however, a decrease of 49 pupils comparing the present numbers with those of last year. The abolition of a Hindi school in Nakodar will account for this. Educational Committees are nominated for all these schools, and the members, except those in Nawashahar, have largely furthered the cause of progress. The exertions of the Committee at Kartarpur require special notice. The members, Ram Chand, Upar Das, Maha Singh and Chait Ram, and Ram Ditta Mal, and Lal Das, contribute each a sum of Rs. 12 towards the funds of the school, and also evince some zeal in the well-being of the seminary. Except in Nakodar (where the school is in a Government built house) the schools have small gardens planted in front of them by the teachers."

56. I also examined nearly all the village schools in the Jalandhar District, and was glad to find that on the whole progress had been made. In several places, and notably in Bijia and Narmahl, where no previous efforts had succeeded in making education flourish, I found schools that were largely attended and professed well. The general tone and discipline of the schools, too, were more satisfactory than formerly, and showed that some pains had been taken with them. Much more, however, might have been done, had the chief maharri been more active in visiting the schools, and most of the faults that I found were such as he might easily have removed. Local Committees have been formed in many of the towns and villages, and have been found in most cases useful. I annex to my report a list of the names of those members of the Committees who have shown the greatest activity.

* The error has now been corrected. — W. R. M. HOLROYDE, Director P. I. P.

57. Captain Harcourt reports of the chief muharir in the following terms :—

"Before closing this report, the Officiating Deputy Commissioner feels bound to say that he considers the chief muharir has worked very satisfactorily; he is a good, steady man, uninfluenced, as far as the Officiating Deputy Commissioner can judge, by pique or malice, striving to do his duty to the Government and those over whom he has to exercise supervision, and actively alive to the benefits that a good education will convey to the recipients."

In much of the praise thus bestowed I quite concur, but I must repeat that I consider he has been very remiss in the most important of his duties—that of inspecting the village schools frequently.

58. I visited 4 out of the 6 town schools in the Hushyarpur District, and the other Hushyarpur District town two were visited by Maulvi Karim-ud-din.

Umar.—This school has not progressed during the year. All the classes, except the highest, have been carelessly taught, and Arithmetic has been ill taught throughout the school.

Tanda.—Not as good as it should be. The highest class good, but all the others carelessly taught.

Dosnha.—The Persian school has nearly two-thirds of its boys still in the Spelling Book. None of the classes well taught. Boys generally dirty, and ill disciplined. The Hindi school decidedly bad.

Hariana.—The Persian school well attended and well taught throughout. Hindi school fair. Maulvi Karim-ud-din reports the Una and Garhshankar schools as being in fair order.

59. The village schools have, on the whole, decidedly improved. The number of boys advanced beyond the 6th class has considerably increased. Education has made more progress in this district than in any other of my circle. I annex some extracts from the report of Mr. Perkins, the Deputy Commissioner. The large increase in private contributions is worthy of note; the money thus subscribed is principally spent on small local "jalsas" and prizes to deserving scholars. The scheme alluded to by Mr. Perkins as having fallen through from the diminution of the octroi, was one for placing all the schools in towns on the grant-in-aid footing, and applying the revenues thus released to the appointment of a Deputy Inspector for the district. It is to be hoped that this scheme may at some subsequent period be revived. Mr. Perkins writes—

Remarks by Mr. Perkins, "That the improvement has been steady and continuous, you may see from Deputy Commr. Hushyarpur, these figures—

YEAR.	No. of pupils.	No. of boys, 3rd, 4th, and 5th classes.	No. of girls under tuition.	Amount of fees.	Private contributions.
1866-67	4,940	444	159	894 2 0	682 4 8
1867-68	4,429	595	132	1,144 6 0	1,893 11 6
1868-69	4,599	669	121	1,200 7 0	2,161 1 3

"I explained last year the diminution of the number of boys. It is gratifying to see that the number of boys has again increased, and that whereas last year the proportion in the higher classes was 13·4 per cent., it has now risen to 14·5 per cent.

By Circular No. 22 of 4th March 1869, from the Director Public Instruction, I learn that it is in contemplation to reduce the number of village schools, and to raise proportionately the pay of teachers who may be maintained. This is a step in the right direction, although it will be a hardship on many places in this district which now enjoy a good school to have to close it, and I trust the measure may be allowed to be introduced gradually.

"It was in contemplation to introduce into this district the movement which has received the Lieutenant Governor's approval in para. 18 of his Secretary's remarks appended to the last Educational Report, as having been done in the districts of Dera Ismail Khan and Garhsapur; but owing to the decrease of octroi funds, under recent orders by the Government of India, the scheme fell through, at least for the present.

"A School Darbar was held here last year in the month of October, as nearly as possible like that held in December 1867. These are, I think, useful assemblages, and they give opportunity for the public vindication of any of the many new Government measures with which the country is unfortunately tormented. I have often heard repeated remarks which have been made on these occasions regarding census, new limitation laws, sanitation, &c."

60. I have been favored by Mr. E. Paske, Deputy Commissioner of Kangra, with a Kangra District—Deputy Commissioner's report. very elaborate report on the progress of education in that district. Though too long to give the whole of it, I give extracts of the most interesting portions, to which I can add but little beyond making remarks on a few of the points alluded to. Major Paske writes as follows

"I have visited and examined the two town schools that exist in this district at Tira Sujampur and at Jowala Mukhi; both continue much in the same state of quiescence as they have been going on for the last two or three years. A slight falling off is to be observed in the attendance, which has fallen from 293 boys in 1867-68 to 284 in

1868-69; this slight decrease is accounted for by the unusual sickness that prevailed in the town of Jowala Mukhi during last autumn. In both schools there are separate Persian and Hindi departments, and the teachers, who have remained unchanged for some years, are efficient and popular. In both towns School Committees have been formed, but with no beneficial results; none of the members of the Committee in either town have exerted themselves in the cause of education.

"There are now 50 village schools in this district, the number that existed in the year preceding. The registers show an aggregate attendance of 1,851 boys, with an average attendance of 30 boys for each school; this average is below the average of attendance in each school in 1867-68; but this slight decrease may fairly be attributed to an unusual amount of sickness that prevailed last autumn, and continued in some localities in the winter months. Also it is to be borne in mind that the village schools in the Upper Kullu Valley and in Plach were closed during the winter months, and the teachers brought down to receive instruction in a Normal School class at Sultampur Kullu. But for these exceptional causes, the returns would really show an increase in the attendance at village schools. Of the 50 village schools, 25 are Persian and 24 Hindi schools. There is a growing desire for the establishment of Persian rather than Hindi schools. During the past year, five new Persian schools were established, and four schools were changed from Hindi to Persian schools. This demand for Persian schools may be attributed to the fact that scholars educated in the Persian more readily find employment. During my long tour through the district, I visited and examined almost every village school I came near; I find these schools on the whole very popular, and the boys receive instruction quite suited to their positions in life. All the education we need aim to give in village schools is to teach the boys to read and write in their own vernacular, to instruct them in a few simple rules of Arithmetic, and to give them some knowledge of History and Geography; boys whose thirst for knowledge may aspire to higher attainments have always the option of going to the nearest town school or to the zil' school. I deprecate the system of trying to give boys a smattering of bad English in village schools.

"The fee system has never been introduced in this district, nor would it answer at present; the poverty of the masses and their general indifference in the matter of education render it as yet inexpedient to demand any payment for the education we offer. Application was recently made for paid monitors in town schools; I sanctioned the appointment conditionally on the monitors being paid by the levy of fees; this led to the payment of a few fees in one school, but the sum realized is very trifling.

"The receipts from the sale of books have fallen off. While a sum of Rs. 673 was realized by the sale of books in 1867-68, the receipts from the same source were Rs. 435 only during the past year. I am at a loss to account for this decrease.

"In view to further the cause of education, and to create a spirit of emulation among teachers and pupils generally throughout the district, an Educational Darbar or Meeting was held last autumn. The occasion was to inaugurate the opening of the Palampur school-house, the time and opportunity the Palampur Fair. Teachers and pupils were invited to attend from all parts of the district; an examination was held of all the boys who came in to the meeting, and on the report of the Examiners, prizes were distributed among the successful. A very large proportion of school teachers and several hundred boys attended the meeting. The prizes awarded on the occasion were to the value of nearly Rs. 1,000, and were distributed by the Commissioner of the Division; nor was the distribution of prizes confined among the pupils in school. From the special fund suitable prizes were given to minor chiefs in a state of pupilage under control of the Court of Wards, and to the younger members of the families of other chiefs in the district.

"I should here notice the very liberal provision made by Mr. G. Knox, Officiating Deputy Commissioner of Firozpur, for the advancement of education in Kullu, where that gentleman owns a large tea plantation and other property. Mr. Knox has made a monthly allowance of Rs. 25, to be applied towards defraying the salary of a Deputy Inspector, who is to be employed exclusively in the work of inspecting schools in Kullu. This subscription will be supplemented by a grant of Rs. 25 from Government, and an efficient Deputy Inspector will shortly be appointed on a salary of Rs. 50 per mensem. This arrangement will meet a great want; in no part of the district is education in so backward a state as in Kullu; this is not alone owing to supineness and indifference on the part of the people themselves, but because Kullu being so distant and isolated, the school in that taluk seldom comes under supervision. An efficient Deputy Inspector, employed exclusively in Kullu, should do much to improve the condition of the few schools in that part of the district. In making a selection for this appointment I propose to nominate a man who has been trained as a teacher, one who in the winter months will instruct the village school teachers, who will be brought down to Sultampur for instruction when their schools are closed owing to the winter snows.

"Pandit Ram Rattan, the chief muharrir, has been very attentive to his duties. He is active in the work of inspecting schools, and has given satisfaction; belonging to a good Hindu family, himself long resident in the Kangra district, and well acquainted with the idiosyncrasies of the people, he is popular. Ram Rattan is perhaps a little fond of having his own way, and holds somewhat pertinaciously to his own views and recommendations, but no harm results from this, as he is zealous and pains-taking, and, I find, amenable to control.

"I wish I could name more than one of my native subordinates as conspicuous for efforts to improve the condition of schools in the district, but one only has given me the opportunity. I have seldom seen more indifference and apathy in the cause of education than is displayed by native subordinates generally in this district. The one exception is Babu Pöho Mal, Tahsildar of Kangra, who exerted himself in a very praiseworthy manner in the establishment of the Female Normal School at Kangra, and who is a frequent visitor at the Mission School in that town. I believe he has been instrumental in inducing many of the townspeople to send their children to this school, which is the one educational establishment in Kangra.

"In closing the report I would remark, as the result of my experience of the working of schools during the past year, that popular education, though it may not be making rapid progress, is gaining a sure footing in the district, and the masses are becoming more alive to the advantages of education.

"The Educational Meeting, held in November last, has undoubtedly had a good effect, as I have ascertained during my recent tour it has created a healthy spirit of emulation among teachers and pupils alike, and is resulting in an increase in the numbers attending some of the schools. If such a meeting could be held every third year, the effort would be still more beneficial.

"But the Educational authorities must not expect too much from the, of necessity, desultory and spasmodic efforts of hard-worked District Officers. By encouraging his Tahsildars to give attention to the cause of education, by inviting aid from chieftains, landholders, and other rural notables, by examining all schools that he may come near while on circuit, and by giving suitable rewards to promising boys, the Deputy Commissioner can do much to further the progress and increase the popularity of the lower class of schools called village schools.

"The higher classes of schools, viz., townschool and zil' school, do, however, require more concentrated attention from the Inspector of Schools. These may be considered the finishing schools, in which the standard of education is very much, or ought to be very much, higher than in the lower or village school, and the management and control of each institution ought to have the special attention of those trained for the work. The town schools, or at least

one of them in each district, should be an institution in which the pupils could secure a really good education in the higher branches of study in the vernacular language; boys not satisfied with the rudimentary instruction afforded in village schools should be encouraged to complete their education in a town school.

In his new scheme for placing the system of vernacular education on a sound basis, the Director of Public Instruction, I observe, proposes that the Normal school should contain two kinds of pupils,—those studying to qualify themselves for teacherships, and general students. In my humble opinion this appears a mistake; the Normal school should retain its special character for those pupils only who will qualify for teacherships; let the general students be made to complete their education either in a town school or in a zil' school, according as their desire may be to secure a vernacular or an English education."

61. In reference to the Deputy Commissioner's remarks on the town schools, I may observe that I inspected both during the year, and found them in excellent order, the one at Jowala Mukhi especially has been very well taught. In regard to the comparatively small sale of books during the year, I may suggest one obvious reason why this should have occurred, viz., that a sufficient stock for the supply of the schools does not appear to be kept up in the district office, and that I received both last year and this frequent complaints from teachers of all classes that their applications for the most ordinary school books were often unattended to.

I cannot concur in the Deputy Commissioner's eulogy of the chief muharir. My previous remarks regarding the supply of books will show that this important part of his duty is not properly attended to, and in other respects I considered that, though he possesses not a few qualifications that eminently fit him for the post, he is too indolent and deficient in force of character to bring them into play.

I quite concur in Major Paske's favorable remarks regarding Babu Poh'o Mal, Tahsildar of Kangra; but I would also say a word in favor of Kahn Chand, Tahsildar of Kullu, who, burdened by the double duties of Settlement Officer and Tahsildar, has been of no little service in promoting education. Chiranji Lal, Tahsildar of Nurpur, has also been of assistance to the head master of the zil' school.

I have abstained from offering any opinion on your new scheme for re-modelling vernacular schools to which Major Paske alludes in the last para., as it forms no part of the operations of the past year. But I have thought it as well to quote this portion of Major Paske's report, as he may not have another opportunity of expressing his views on the subject.

62. The schools of the Amritsar District have not come under inspection this year, and Major Birch, the Deputy Commissioner, has too recently taken charge of the district to be able to afford much information regarding it. I have reason to believe, however, that the schools have made good progress, and that many of the village schools have reached a much higher standard than they ever did before. Committees have been established in most places, and of their work the Deputy Commissioner writes as follows:—

"This year Committees have been appointed for each village school, and the members have taken an interest in the progress of their respective schools. Varyam Singh (zamindar of Mokand Chak) one of the members, has shown a great zeal in looking after the progress and interest of his schools, inasmuch as he has provided a building for the school at his village, at his own expense, of Rs. 300. He therefore deserves credit and special consideration."

Varyam Singh's name shall be mentioned in the list of men recommended to the favorable notice of Government.

63. The schools of the Gurdaspur District also have not been inspected this year, but the Deputy Commissioner, Major W. Davies, has furnished me with a detailed report of them, from which I here give extracts—

"The year closed with 106 schools. These are divided into three town schools, 3 girls' schools, and 100 village schools, and will be described in the same order.

"At Dinanagar, Kalahaur, and Kanjroor. The first is by far the best, but all have greatly improved during the year under report, and this general improvement is mainly due to the interest taken in the subject of education by Hamid Ali, Tahsildar of Gurdaspur.

Dinanagar.—The attendance in this school has increased from 190 to 200. At the same time satisfactory progress has been made in the classes for in place of the twelve boys, who were in the first four classes, there are now 23. The boys are very well taught in this school, and its general condition reflects great credit on the head master, Tegh Chand. The building has been improved and rendered more commodious during the period under report.

Kalahaur.—Has also improved as regards attendance, but the standard of education attained is much as it was. The number of boys has increased from 92 to 161. The highest class is still the second; but there are now more pupils in the four highest classes, the numbers being respectively 21, to 17. The teacher, Nizam-ud-din, is a well read man, but is wanting in tact.

"An elementary English school is attached to both these institutions, in which 54 boys are learning. These are supported on the grant-in-aid system.

"It is unnecessary to enter on an explanation of this matter here, as this part of the scheme is in abeyance.—
W. R. M. HOLROYD, Director."

"*Kanjur*.—Has greatly improved during the year, both as to attendance and the standard of education attained. The numbers have increased from 93 to 102, and in place of 38 there are now 49 boys in the four highest classes. The highest class is the 3rd of the prescribed scheme. The teacher, however, is not popular with the townspeople, and will probably have to be changed.

"I cannot speak well of the state generally of the village schools. Of the 100 schools in the three pargannahs, there are only 15 which I should be inclined to call good. Of the remainder, about 30 schools are positively bad and not worth retaining, and 66 middling, many of which, however, would with good teachers become thriving institutions. As I have often remarked, we cannot expect to have good schools with indifferent teachers, and it is quite hopeless to expect to obtain men willing to undertake the hardest of all tasks on the mere pittance which we have been giving our school masters. The only remedy, therefore, for the present unsatisfactory state of things, if we cannot obtain more money, is to reduce the number of our schools, and this I was on the point of doing in this district, when the Director's scheme for effecting the same object throughout the Panjab arrived, and induced me to pause till the final orders of Government on his proposals are passed. The attendance at these schools has risen from 3,130 to 3,531, and the numbers in the four highest classes (2nd to 6th) from 410 to 494, and so far there has doubtless been progress, but bare figures are more or less delusive, and the real state of rural education is as I have described it to be above. I may add that there is more real love for education in the Shakargarh pargannah than on this side of the Ravi.

"Fees have always been readily paid in this district; the amount realized, Rs. 126, is slightly in excess of the sum collected (Rs. 1,253) in 1867-68.

"School buildings are now generally in good condition. Additions have, as before remarked, been made to the building at Dinaagar. A considerable sum has been spent in improving the school-house at Gurdaspur, and entirely new buildings have been erected at Narot, Sukhachak, Bharathi, and Durangla. The roof of the Pathankot school has also been renewed. The new buildings were mostly provided from municipal funds.

"*Teachers*.—Of the 116 teachers who form the educational staff of this district, 76 have passed through the Normal school, and obtained certificates of various degrees of proficiency; 7 are now undergoing instruction. The rest have still to attend that institution. Of the number who have passed, only 25 have obtained certificates of the tahsili grade.

"*School Committees*.—The experience gained during the past year of the working of these Committees has to my mind incontestably established the truth of what I wrote last year. In many places their mutual jealousies have led to the complete break-up of the school, and the system of rewards, recommended by the Inspector and tried by me, instead of inciting the other members to go and do likewise, seems only to have served to excite feelings of envy and opposition. I must say, however, that there are a few golden exceptions to this unhappy rule, still I am quite satisfied that it was a mistake to try the experiment of these Committees on so large a scale, to the extent of establishing one in every place where there was even a small village school; it would have been well, I think, if, in the first instance, the experiment had been confined to the larger towns. I am myself somewhat sceptical of its advantages anywhere, my experience leading me to believe that the success of a school is almost entirely dependent on the character and qualification of the head master. The experience gained in our own country certainly supports this view.

"*Notice of Officers*.—I can only repeat what I said last year of the prominent part taken by Hamid 'Ali, Tahsildar of Gurdaspur, in the cause of education. I regret to have to point out that no attention was paid to my recommendation that "some marked recognition on the part of Government" should be conferred on this Tahsildar. All that he received was a complimentary parwanah in common with a host of lambardars and zaildars mentioned by the Inspector in his report. This is not the way to reward extraordinary exertions, and incite others to do likewise. The Educational Department, and particularly its head, should see that rewards are distributed with a more discriminating hand, and that extraordinary exertions meet with adequate recognition. The other Tahsildars have not taken the same interest in the advancement of learning. The chief muharrir, Ghulam Qadir, is a new man very learned, and very hard-working. He is, however, quite new to the work, and it would therefore be premature to speak positively of his chances of turning out a really good school muharrir.

"I cannot conclude this report without saying a few words regarding the movement to establish a central school in the district, which attracted some attention last year. The scheme would have borne fruit long ere this, had I not discovered at a meeting of the principal zamindars convened by me to ascertain the feeling of the people, that the movement had not the entirely voluntary character which it had been represented to me to possess. Some objectors came forward, and I was obliged for the time to put off doing any thing decisive in the matter till their objections should be removed. I do not despair yet of carrying out this scheme, but am loath to originate any large measure of this kind till I am quite satisfied that it contains within itself the germs of stability and progress, and that without standing in need of much official support. In the wisdom of this I feel sure the Officers of the Department will themselves entirely concur."

64. In reference to Major Davies's opinion, that a considerable number of village schools should be closed with a view to rendering the rest more efficient, Colonel Young, the Commissioner, remarks "that the rural population required merely reading, writing, and the first 4 processes of Arithmetic, which very inferior masters can supply, but they require those masters to be near their own houses." Much might be said in favor of both views, but I do not think this a convenient opportunity for discussing the subject.

Major Davies's views regarding the utility of School Committees in the villages have been to some extent borne out by experience in other districts. It was undoubtedly, as he says, a mistake to carry out the measure on so large a scale. In the districts where the plan was most successful, Committees were established in only a few villages carefully selected for the purpose. Though I trust there are few places where formation of the Committee has led to the complete break-up of the school, it must be admitted that in a majority of cases the Committees have been useless, if not obstructive. Nevertheless, the signal benefits gained from the creation of some of the Committees show that the plan, if carefully worked, is not without its use.

In regard to Major Davies's strictures on the absence of a sufficient recognition of Tahsildar Hamid 'Ali's services, I must remark that I think he is laboring under a misapprehension. At the close of 1867-68 this officer had been only one or two months located

in this circle, and it was obviously impossible for me at that time to recommend him for any very marked recognition of his services. For his exertions at Rupar, in the Ambala Circle, however, he was recommended to Government for a khil'at of Rs. 150, and he was summoned to receive this from the hands of His Honor the Lieutenant Governor at the Darbar held in Lahore in March 1868—a summon which was not attended to. As he has now been long enough in my circle for me to appreciate his active zeal, I have great pleasure in recommending him to the special notice of Government.

It is to be regretted that the excellent scheme for establishing a central school at Gurdaspur for the sons of zamindars and others should have received a temporary check, while, hoping that it may speedily be possible to revive it, I must express my entire concurrence with Major Davies that it is most essential that the scheme should be founded on a securely permanent basis.

65. The Deputy Commissioner of Lahore has again omitted to send me a report on the progress of education in his district. Mr. Millett visited all the schools in it, and reports favorably of their advancement. The Patti school, in particular, he mentions as having greatly improved.

66. The schools of the Ferozpur District were also visited by Mr. Millett, who was satisfied with the progress made by them. The Zira and Dharmkot town schools are both in excellent order, and the one at Maya is reported as good, though not equal to the other two. The attendance in the village schools has largely fallen off in consequence, as the Deputy Commissioner says, of the prevalence of famine and small-pox; but I am inclined to assign a further reason, viz., the greater strictness with which the school registers are kept under the supervision of the present chief muharrir. Both Mr. Millett and Mr. Knox, the Deputy Commissioner, report favorably of the integrity and zeal of the new chief muharrir, Iman-ul-din, who was appointed at the beginning of the year.

67. The Multan District has not come under inspection during the year, and I have not received any report from the Deputy Commissioner; I have reason to believe, however, that the progress during the year has been most satisfactory, and I regret exceedingly that it was quite out of my power to visit the district. I hope to do so in the early part of the ensuing cold season.

68. Mr. Millett marched through the Montgomery District, and, after examining all the schools, reported most unfavorably of their condition. Though in some respects improved, since the appointment of a new chief muharrir at the beginning of the year, they were still, almost without exception, far below the average.

69. The number of Government Female schools has been reduced during the year from 144 to 126, 7 being closed in the Jalandhar District, 3 in Hushyarpur, 3 in Lahore, and 6 in Montgomery—all for want of funds; one new one has been opened in the Gurdaspur District. The number of girls has declined in consequence from 3,252 to 2,946, but the average attendance per school has improved from 20 to 21. The total cost of these schools has fallen from Rs. 1,172 in 1867-68 to Rs. 7,584 in 1868-69, and the cost to Government from Rs. 492 to Rs. 1,018. The annual cost of education per head has fallen from Rs. 3-9-9 to Rs. 2-9-3, and the cost per head to Government from Rs. 1-8-4 to Rs. 0-5-6.

70. Another year's observation has confirmed the views expressed by me last year on the present organization of Female schools. The movement that has taken place for placing the schools in Lahore and Amritsar on an efficient footing has led the way in the reform that I advocate, and the recent appointment of a lady to inspect the girls' schools should supply all the information required by District Officers to carry it out in their own districts. The great want that stands in the way of all progress on a large scale is that of efficient female teachers, and this want can never be adequately supplied until Government Normal schools for women are established.

71. I will here give some details regarding the schools in each district, as supplied to me by Deputy Commissioners.

Jalandhar.—The report from Jalandhar is not as interesting as usual, but I give the Deputy Commissioner's remarks in extenso. The only point that appears to be worth noticing is the substitution of Mrs. Emry Ram Singh as Inspector for Mrs. Roberts.

"Seven schools were abolished this year, hence the decrease in number; most of the schools are in a fairly good state. These schools were never visited by the District Authorities. An Inspectress of Schools is appointed as an examiner for all the schools in the town of Jalandhar and its suburbs. She visits them once a week, and submits a weekly report of the working of these schools. English is taught in two of the institutions, together with vernacular. The number of such pupils is 66. The Inspectress, Mrs. Emily Ram Singh, has given the District Officers great satisfaction. She appears to take a practical interest in her work, and to endeavour to make her subordinates really useful. She deserves special thanks for her exertions."

Hushyarpur.—Female education in the Hushyarpur district, even under the active care of Mr. Perkins, has never shown any signs of progress. I quote Mr. Perkins's remarks at length.

"The diminution in the number of girls is only confirmatory of an opinion that I have long held, that our efforts for the spread of female education, however laudable and philanthropic, are too far in advance of the age to be conducted with any reasonable prospect of success in rural and unenlightened districts such as this is. When by the establishment of Normal schools, and by the inauguration in large towns of the fashion of teaching girls, the minds of people there shall have been made familiar with the idea—when these town-bred and literate ladies come down to visit their country cousins, and inspire them and their parents with the wish to learn, then the education of girls will spread, and growth in intelligence will promote growth in learning. For the present I look on village schools for girls as almost in every case pure phantoms."

Kangra.—Major Paske gives the following account of the girls' schools in the Kangra district:—

"Female schools are not making satisfactory progress in this district. There are six schools of this class maintained from the educational cess; in these there is an aggregate attendance of about 117 girls, giving an average of about 19 for each school."

Amritsar.—The report of the Deputy Commissioner of Amritsar points out the weakness of the present system, and the almost impossibility of reforming it without some efficient training school on which to draw for teachers.

"Last year there were 12 schools with 235 girls. Two schools, those of Winihka and Ram Diwalla, have been abolished this year owing to their being reduced to an inefficient state. Enquiries have been instituted by me as to the cause of this falling off, which happened before I took charge of the district, and the zaildars I have sent for. There are therefore 10 schools now with 191 female scholars. Chief muharrir reports that he has twice visited these schools with the exception of two, viz., one at Jassarwal, where the Afghan children study, and the other at Fatehabad, where the daughters of Ahluwalia Sikhs study; that in 6 of these schools Urdu and the Koran are taught, in 3 others Gurmukhi alone, and in the remaining one Nagri. Writing is not at all taught here. Notwithstanding repeated instructions, attendance is not regular. The Mahammadan girls prefer studying the Koran to any thing else. Rs. 44 is the monthly outlay. There are only two female teachers at Fatehabad and Jassarwal. I would gladly send out more if I could get them, but the stipends are so small, and careful discrimination would be necessary."

Gurdaspur.—The following brief account of the girls' schools in the Gurdaspur district is given by Major Davies:—

"At Dina Nagar, Jaura, and Kalnuwan. The first is the best, but has suffered somewhat from the best pupil leaving it during the year. The attendance has risen from 70 to 80. The girls are in the sixth, seventh, and eighth classes, and read the prescribed books, except at Kalnuwan, where the school has only lately been started."

Ferozpur.—The Ferozpur girls' schools are, as a rule, above the rest. That at Dharmkot is a very fair one, and is thus mentioned by Mr. Knox:—

"The best female school is in Dharmkot, and the register shows an average attendance of 62 scholars. The teacher is Khair-ud-din, and is well assisted by Shadi Shah, head teacher of the town school, and by Akbar, lambardar. I inspected the school, being expressly invited to do so, and gave a few small rewards."

Lahore, Multan.—I have no information regarding the girls' schools in these two districts.

Montgomery.—Most of the girls' schools in the district were visited by Mrs. Millett, who found them all in a very poor condition, the best being the one at the old station of Chugaira. The teacher of this, of whom I last year recommended that she should be sent to the Female Normal school at Lahore, continues to express her wish to be sent there, and once actually came to me in Lahore begging me to arrange it for her. My recommendation, however, was not attended to by the Deputy Commissioner.*

72. The Jail schools show a largely increased attendance, principally from the large addition to the numbers in the Lahore Central Jail. The subject of educating prisoners is one of which great diversity of opinion exists, some maintaining that it is labor thrown away, while others see in it a means of spreading education among a class that would not otherwise obtain it. It cannot, I think, now be doubted that excellent results are obtained from the instruction thus given, and Officers in charge of Jails give the subject far more attention than they did formerly. Doctor Henderson, the Superintendent of the Lahore Central Jail, informs me that not only do the prisoners evince a real desire to progress, but that he finds that progress in their studies is almost always accompanied by improvement in conduct. I have not the exact numbers by me, and I do not like to delay this report while I send for them, but I think I am under the

* The Deputy Commissioner has been addressed on the subject. W. R. M. HOLROYD, Director P. I. P.

mark when I say that some 150 men have left the jails of this circle during the year who have learned to read and write Urdu tolerably well during the period of their imprisonment.

Details regarding Jail schools.

73. I give here a few particulars regarding the jails.

Jalandhar.—I quite agree with Captain Harcourt's report that the Jalandhar jail shows no improvement during the year. The school has suffered from a frequent change of teachers, and the appointment of incompetent men. Captain Harcourt states that steps have now been taken to improve the condition of the school, and expresses hope for its future progress.

Kangra.—The Dharmasala jail has very decidedly improved during the year; an efficient teacher has been appointed, a fair number of men are under instruction, and a considerable proportion of them have made good progress.

Amritsar.—The Amritsar jail school has worked fairly.

Lahore.—The Lahore Central Jail school has made excellent progress. A large number of men, about 80 I believe, have left the 6th class during the year, and a still larger number has been promoted from the 7th to the 6th. The system of instruction is excellent, and the progress has been far greater than I expected. The number of teachers has been reduced from 2 to 1, but a large number of monitors has been appointed from those who were well educated before their imprisonment. Those who learned to read and write their own language well, whether before or since their imprisonment, are taught English by a prisoner, and have made fair progress. These are about 35 in number, but they do not appear to be entered in the returns.

In the Female Penitentiary no progress has been made owing to the want of teachers.

The Thaggi school has been remodelled, and is fairly taught, but the boys are not far advanced. In reference to these two schools it is right that I should mention that your printed report reached me so late in the year as to render the carrying out of your suggestions regarding them next to impossible. During the current year the penitentiary and Thaggi school shall be separately shown in my monthly returns.

Ferozpur.—The Ferozpur jail school continues in very fair condition, but has made no progress worth recording.

Multan.—The Multan jail school is in excellent order. The women continue to be taught, and one or two have made good progress in reading, but writing has been quite neglected. There has been here, as elsewhere, a difficulty about a teacher for the women, but this has, I believe, been got over.

74. I now come to speak of the private schools receiving aid from Government. As

Aided schools. I have above remarked, I have received none of the returns* relating to those schools, and I am therefore unable to give any account of their statistics. Very nearly all have been inspected by me during the year, and I shall therefore in this place give a brief account of the condition in which I found each of them. The few that I have not visited I was obliged to omit on account of the short time left for inspection work after my return from leave.

* 75. A large number of Aided schools sent up candidates to the middle school examination, of whom a fair proportion was successful. But the Managers, though permitting their boys to take part in the examination, have no intention, as far as I could ascertain, of carrying out any alteration in the organization of their schools similar to that effected in Government zil' schools. For example, they do not allow the promotions from what we should call the middle to the upper school to be regulated by the results of the Government examination, but promote or keep back such boys as they deem fit, without reference to their performance at the examination. How far it is the intention of Government to oblige the Managers of Aided schools to assimilate the organization of their schools to that of Government institutions, I am not aware, but I have thought it advisable to inform you of the fact that at present no intention, as far as I can ascertain, exists on their part of doing so.

76. There appears little necessity for me to give any account of the Lahore Mission School and College.† Their excellent management, and the educational work they are doing, is matter of notoriety, and is amply borne witness to by the success of their pupils at the University Examination.

See remark on para. 9.—W. R. M. HOLROYD, Director P. I. P.

† The college sent up no candidates to the last University Examination. Some notice of the state of the classes generally would have been desirable, as no school can be judged of solely by its first class.—W. R. M. HOLROYD, Director P. I. P.

77. The progress of the Amritsar Church Mission school has been steady and satisfactory. The Reverend C. E. Storrs, its Superintendent, devotes almost the whole of his time and energies to its instruction and management, and though its success at the last Matriculation Examination was not great, one boy only having passed in the 3rd division, the condition of the school may be said to have decidedly improved. There is now a fair class preparing for the Entrance Examination of next December, and a larger and still more promising one preparing for Matriculation in the following year.
- Amritsar Church Mission school.
78. The Jalandhar Mission school obtained a greater success at the last Entrance Examination of the Calcutta University than any other school, Government or Aided, in this circle, 5 of its pupils having passed, and 3 of them in the 2nd division. The school has an able staff of teachers, and is admirably looked after by the Reverend Mr. Golaknath.
- American Mission school, Jalandhar.
79. I have not visited either of the Adult schools in Lahore during the year, nor have I received any account of their progress.
- Adult schools, Lahore.
80. The Lahore High school I examined minutely, and at the request of the Committee selected boys in each class for rewards. I found that all the subjects of study had been carefully taught, and it was evident that much pains had been bestowed by the head master. A detailed report of my examination has already been forwarded to your office.
- Lahore High school.
81. The Anglo-Sanskrit Patshala was visited by me in the early part of the year, and I have not had time to see it since. It was then in good working order, and I have been told by some of its patrons that it has made satisfactory progress since.
- Anglo-Sanskrit Patshala, Lahore.
82. The Church Mission school at Kangra has in many respects made good progress. The highest class is preparing for the next Matriculation Examination, and, if well practised in their mathematical subjects, appear to have a fair chance of passing. Throughout the school progress has been made in English, and much attention has been paid to accurate translation from English to Urdu; but it seems to me subject of regret that no Oriental classical language is taught, and that even Persian receives so little encouragement.
- Church Mission school, Kangra.
83. The Church Mission school at Jhandiala, near Amritsar, has not progressed satisfactorily during the year. The former English teacher was found inefficient, and was replaced near the end of the year by a man much better suited for the post, so that I hope next year to be able to make a better report of it. Some progress had been made by the boys in their studies, but the internal arrangements of the school were in great confusion, and it was difficult to find out to what class each boy really belonged.
- Jhandiala Church Mission school.
84. Last year I reported the assumption of the charge of the cantonment school, Jalandhar, by the Reverend Mr. Golaknath. I have now much pleasure in reporting the excellent progress made by this institution. I have been in few schools in India where so good results have been achieved in so short a time. In every subject the boys answered excellently, and their English pronunciation was remarkably good. The arrangement of the classes was judicious, and every class was well up to its proper standard, the highest being equal to about the 1st of a Government middle school.
- American Mission school, Jalandhar cantonment.
85. The Ferozpur cantonment school continues to be a very well conducted and useful institution. The classes have been well taught, and the school is popular and well attended. It ranks with a Government middle school, and sent up some candidates to the last examination.
- Cantonment school, Ferozpur.
86. The Multan Church Mission school I found at my inspection to be in a fair state. The classes have made progress during the year, and the staff of teachers is efficient. It is carefully looked after by the Reverend G. Yeates, the Manager.
- Church Mission school, Multan.
87. I have again been unable to see the Church Mission school at Shujabad, near Multan, and I was unfortunate enough to miss seeing Mr. Yeates at Multan, so that I have no information regarding it.
- Church Mission school, Shujabad.

88. The Regimental school of the 4th Gurkhas at Bakloh also lies so far off my usual road that I have been unable to visit it. But I hope to do so very shortly.

89. The Hindu school at Lahore continues to work its way; but the ill success of its pupils at public examination says little for the skill of the teachers. I examined it early in the year, but have not seen it since. At the time of my visit I was fairly satisfied with the general condition of the school.

90. I have little to add to the remarks I made in my last annual report on the elementary English schools attached to Government vernacular ones. I have visited a considerable number of them, and find that their success depends mainly upon their being made to form, as I said last year that they should do, part of the educational system of the district. That is, that they should give to boys, well advanced in their vernacular studies, elementary instruction in English, so that, when old enough to be trusted away from their homes, they may be able to join the higher classes of zil' schools, and continue all branches of their education without interruption. This system has been carefully carried out in the Jalandhar District, and the schools there are consequently among the best in this circle. In the Hushyarpur District the schools of this class have not generally flourished, and the Deputy Commissioner has consequently closed several of them.

91. One of the schools of this class I must specially mention as promising to be a most successful one. I mean the one at Palampur, in the Kangra District. It was established during 1867-68, in conjunction with a Government tahsili school, and was supported partly by local subscriptions, and partly by a Government grant. Since then, the Rajah of Mandi has erected, at his own expense, a very handsome school-house, and has endowed the school with a grant of Rs. 500 a year. The zil' school scheme of studies was strictly adopted from the first, and the school now consists of the three classes of the lower and the 3rd and 4th classes of the middle school. The instruction given in all subjects has been excellent; and as the funds admit of an addition to the staff of teachers, there is every reason to believe that this school will, in a short time, prove as useful and efficient as any of the minor zil' schools.

92. Of the gardening school at Jalandhar, which is included among schools of this class, I may also say a few words. This school is a very fair one of its class, and the only fear about it is lest the instruction given should, in the present state of popular education, raise the boys above the condition of life for which they are intended. This difficulty has, I believe, been already experienced, some of the boys having left to take posts as munshis; several boys have, however, obtained employment as gardeners, but I have not been able to ascertain how they have turned out.

93. The Mian Mir cantonment school was last year entered in the table of lower Anglo-vernacular school, Mian Mir cantonment. class schools, but I imagine that it will now be entered in the middle class returns, and hence I will allude to it in this place. The classes have decidedly made progress during the year, and the school appears to be popular and useful.

94. Under this class also may be mentioned the Church Mission school at Dharmasala, which has hitherto been reckoned as a school of the lower class. It has improved since last year in every respect, and some of the boys have made good progress. The building, a low upper room, over a confectioner's shop in the bazar, is quite unsuited for a school, and cannot be healthy for either teachers or boys.

95. The Jalandhar Mission branch schools are in much the same condition as I reported last year. They give a good Oriental education, and pass on a considerable number of boys to the main school. They are carefully superintended and well taught.

96. The Kangra branch school is also in fair order. The standard of instruction given is much the same as I reported last year.

97. The Amritsar Mission branch schools have improved in every respect during the year. A large proportion of the boys learn Urdu and English, and many have made good progress therein. These schools are very carefully superintended by the Reverend C. E. Storrs, who finds them most useful adjuncts of the main school.

98. I am sorry that I have no information regarding the branches of the Lahore
Lahore Mission branch Mission school.
schools.

99. The only return of private schools that has been sent to me is that of Aided
Private Female schools. Female schools, and this is incomplete, containing only the details
regarding a very few of the schools. As I am not permitted to
visit the very great majority of these schools, I cannot therefore give much information
regarding them, but I will state what I have been able to learn.

100. The number of Hindu schools in the Jalandhar District has decreased by one,
Hindu schools, Jalandhar District. there being now 41, but the number of girls has increased from
865 to 908, and the cost of the schools has slightly decreased.
Captain Harcourt, the Officiating Deputy Commissioner, gives
the following account of them:—

“There is a decrease of one school this year, which was abolished. It was but poorly attended. The number of pupils has increased this year. The teachers are reported to have on the whole worked well. These schools were visited all of them once, and 16 of them twice, by the chief muharrir of schools. The expenses of these schools are defrayed half by Government grant and half by contributions by the Hindu community.”

101. Three Aided schools have been established in the Hushyarpur District. They
Hushyarpur. are attended by 65 girls, who are all reported as learning Urdu only.
The Government grant towards them is given in the returns as
exceeding half * the total expenditure by Rs. 25.

102. The Church Mission girls' school was visited and reported on by Mrs. Millett.
Church Mission girls' school, Kangra. From her account I gather that though still well attended and
fairly taught, it has not made much progress. An improvement
has been introduced in teaching the girls to write Urdu in the
Persian as well as the Roman character.

103. Major Paske writes as follows regarding the Aided Female schools managed by
Native Committees in the Kangra District:—

“In 1867-68 there were 50 Aided Female schools, which during the past year I have reduced to 28 in number, having closed 22 schools which were not worth the cost of maintenance, and in which venerable Pandits drew salaries without teaching any children. The saving thus secured has been appropriated in the establishment of a Normal school for female teachers at Kangra. If the new institution, which was temporarily closed for want of teachers, can be maintained and worked successfully, it may give most satisfactory results. Female teachers are wanted for female education. Male teachers can never establish and maintain female schools. In the Aided Female schools there are 625 girls under tuition, giving an average of 18 pupils in each school.”

I can only add that I believe the Kangra Anjuman to be working with great earnestness and intelligence in promoting the education of women, and that, as I said last year, they deserve an expression of the approval of Government for their labors.

104. The Female Orphanage at Amritsar has been unfortunate in losing the two
Church Mission Female Orphanage, Amritsar. efficient teachers whom I mentioned in my report last year. A
good teacher has however since been procured, and I am happy
to be able to report that under the care of the Reverend C. E.
and Mrs. Storr, it has made good progress during the year.

105. The Lady Lawrence girls' schools have continued to flourish during the year.
Lady Lawrence girls' schools, Amritsar. A number of the girls can read well, and some can write a little,
but both writing and Arithmetic have not been taught as well
as they should have been. Geography the girls learn quickly, and
seem to take an interest in. Two new Normal classes have been opened during the year, one
for Gurmukhi and one for Hindi. These, as well as the Urdu one opened last year, are doing
well.

106. The schools under the Sikhsha Sabha at Amritsar remained at the close of the
Schools managed by Native Committees. year on the same footing as at its commencement. Since then,
however, a lady has been selected and appointed first of all to
examine and report on the present condition of the old schools,
and afterwards to carry into operation the reforms decided on by you in communication with
the Committee.

* The Government grant does not exceed half the total expenditure. The Inspector seems to have been under a misapprehension.—W. R. M. HOLROYD, Director P. 172.

107. The reforms carried out in the female schools in the city of Lahore last year appear to be producing good results. I append to this report an original report on the condition of all the schools by Mrs. Millett, Officiating Inspectress of Schools. It will be seen from this that the school under the patronage of Nawab Nawazish Ali Khan is far better than the others, both as regards attendance and the progress of the pupils. The state of the drains near the school-house under Nawab Abdul Majid Khan requires immediate attention.* The Hindi and Gurmukhi schools appear to have a very small attendance, and to be less carefully taught than the Persian schools. It would appear very desirable that a permanent lady superintendent should be appointed to these schools. The lady at present in charge of them, though taking an earnest interest in the work, has other claims upon her time, and cannot therefore give them all the attention they require.

108. The Christian girls' school at Lahore has suffered from changes of teachers. Christian girls' school, Lahore. It has now, however, a most efficient teacher, who is bringing on his pupils well in all subjects.

109. The Anarkali girls' school does not appear to require any special notice. It supplies an education suited to the wants of the girls who attend it; its teachers are competent, and the management careful. School for girls of European parentage, Anarkali.

110. I see from the returns that the number of schools belonging to the Church Mission school, Multan. Mission at Multan has been reduced from 4 to 1. I have not been able to see this school, but I hope that Mrs. Millett will examine it during the present year.

111. The 5 schools under the Native Committee at Firozpur are little more than nominal. They have been for 5 years in existence, and I do not believe a single girl has learned her alphabet during the whole of that time. I have visited the schools once or twice, and urged on the people the necessity for endeavoring to improve them, but without effect. The private contributions which supply half the cost of the schools are now about to be withdrawn, and the Deputy Commissioner proposes, if possible, to give a grant from municipal funds for their support.† But I believe the money would be thrown away, and that it would be better for the schools to be closed. Schools under Native Committee, Firozpur.

112. I send as usual with this report a return of the indigenous schools in this circle, including those that receive a grant-in-aid under Article XIV of the Revised Code. I have no remarks to make on the schools of this class except the 3 that I mentioned last year, viz., those at Fatehgarh, Jalandhar, and Kyelang. Indigenous schools.

113. The Fatehgarh school has not been examined by me this year, but I have received reports of its progress, and I have no doubt that it still maintains the high position it attained last year. Fatehgarh school.

114. The school of Khalifa Ibrahim has made decidedly satisfactory progress during the year. A competent assistant teacher has been appointed, who has brought on the boys well in Arithmetic, in which the highest class can work sums in Decimal Fractions correctly. Geography has not been equally well attended to. In Persian the most advanced boys are reading "Sheh Nassar Zahuri" and "Abul Fazl." Khalifa Ibrahim's school, Jalandhar.

115. The Moravian Mission school at Kyelang in Bahawal has made a progress that surprised me. I visited it in August last, and found Tibetan-speaking boys, who twelve months before could not speak or understand a word of Urdu, able to converse in it, and read and write it correctly. This great progress is due entirely to the exertions of the Reverend A. W. Heyde, who has charge of the school, and takes an active part in its direct tuition. After my examination, Mr T. D. Forsyth, the Commissioner, held a small Darbar and awarded prizes to the boys, and gave khilats to some of the principal Thakurs who had assisted the school. The result of this was a large accession of pupils and an increased attention on the part of the Moravian Mission school, Kyelang, Bahawal.

* Deputy Commissioner addressed on the subject.—W. R. M. HOLROYD, Director P. I. P.

† The Deputy Commissioner has been addressed on this subject.—W. R. M. HOLROYD, Director P. I. P.

people to the education of their children. I have since had encouraging letters from Mr. Heyde about the school, and I am now on my way to visit it again, and will send a special report after my examination.

116. The only point specially calling for notice in the Normal schools of this circle is the increased economy that has been introduced into their working. The staff of the Lahore Normal school was originally fixed under the impression that in addition to the elementary class, and the 3 ordinary classes of the Normal school, it would be possible to maintain a higher or honor class of those students who desired to qualify themselves for superior posts. But this hope has been disappointed, for, though an honor class has frequently been formed and continued for a few months, the urgent demand for qualified teachers in the better class of schools has always led to its dispersion. It was thought therefore better to reduce the staff of the Normal school to correspond with its ordinary requirements, and consequently the 2nd master, on Rs. 120 a month, was transferred to the zil' school establishment. Since then Mr. Mackintosh, the excellent head master, has been transferred to another appointment, and Mr. George Lewis, B. A., has been appointed in his place on half his salary, Rs. 150 a month. A saving of Rs. 270 a month has thus been effected without any loss of efficiency; but as these reductions did not take place until nearly the end of the year, they have not produced any large effect on the returns for the year. Nevertheless, the expenditure from imperial revenue on the Lahore Normal school has been reduced by them from Rs. 8,448 to Rs. 6,285, and the total cost from Rs. 14,920 to Rs. 12,101. The cost of educating each student has not been materially reduced, except in the Hushyarpur elementary school, in consequence of the decrease of the number of students. This decrease has been due mainly to the difficulty that Deputy Commissioners have found in obtaining men to send to the Normal school on the small salaries offered to them. A number of stipends at Rs. 3 a month for candidates for teacherships were given, and at the first it was found possible to obtain some men at this low rate, but, owing to the recent rise of prices, this has been lately found quite impracticable, and Deputy Commissioners have therefore been obliged to send a smaller number of men on higher stipends. The cost of education, however, when compared with that in 1866-67, or two years ago, shows very considerable reduction, and I expect next year to be able to report a still greater diminution. In 1866-67, the total cost of the education of each pupil was Rs. 179, and the cost to Government was Rs. 104, while in 1868-69, the total cost was only Rs. 139, and the cost to Government only Rs. 72.

117. The Multan and Hushyarpur elementary schools remained on the same footing until the end of the year. In Multan the total expenditure diminished from Rs. 921 to Rs. 795, but, owing to a reduction in the number of pupils, the cost of education of each was Rs. 41 higher than in the previous year. At Hushyarpur, on the other hand, an increased number of pupils has raised the expenditure from Rs. 474 to Rs. 733, while the cost of education of each pupil has fallen from Rs. 158 to Rs. 133; on neither of these classes has any money been expended from imperial revenues. After the close of the year the Hushyarpur Persian class was closed, and its pupils transferred to Lahore, and only a Hindi class remained at the former place. This, however, is so thinly attended that I think I shall have to recommend its abolition.

118. I alluded in my last report to the unhealthiness of the building then and now occupied by the Lahore Normal school. Since then endeavors have been made to find another building more suitable for a residence for the students, but without success, and I see no other way to escape the difficulty than by building a new Normal school, with barracks for the resident students. It was originally proposed that the Normal school should form part of the new College building near the Hazuri Bagh, and that the students should occupy the same quarters as they do now. It would in my opinion be far better to have a separate building for the Normal school outside the city, the funds for which might be provided by the sale of the present building, and the transfer of the Rs. 10,000 already sanctioned for the Normal school class rooms in the College building.

119. The usual examinations for certificates were held in April and October, and the results were on the whole satisfactory. There were in all 47 candidates at the two examinations, of whom 2 obtained certificates of the 2nd grade, 14 of the 3rd grade, and 23 of the 4th grade, while only 8 failed to obtain any certificates.

120. The following table shows the results of the examination of the elementary classes, and they are much more favorable than I was able to report last year. I last year reported that of 78 candidates 13 or 16.6 per cent. only passed, and it will be seen that in the year under review

out of 94 candidates 57 or 60·6 per. cent were successful. In both examinations the Multan and Lahore schools did particularly well.

NAME OF SCHOOL.								Number of candidates.	Number who passed.	Number who failed.
Lahore	...	...	...	...	...	...	...	66	43	23
Multan	...	...	...	...	...	...	...	14	9	5
Hushyarpur	...	...	...	...	...	...	...	14	5	9
Total								94	57	37

121. There are the same 3 private Normal schools as I mentioned last year. The Private Normal schools, Lahore Female Normal school was carefully inspected just after the close of the year by Mrs. Millett, Inspectress of Female Schools of this circle, and her report is annexed to this. The school is divided into three branches, Persian, Hindi, and Gurmukhi, of which the Hindi appears to be decidedly the best. The ages of the students of the Persian class, varying from 13 to 15,* seem much too low for us to hope that they will prove useful as teachers, and Mrs. Millett is of opinion that few of the girls have any intention of accepting employment when they leave school; maps† and school apparatus generally seem much required, and should be supplied; on the whole, however, the schools seem to be in a fair way to progress, and the appointment of a permanent lady superintendent would probably secure their success.

122. The Amritsar Female Normal school remains in *statu quo*, the arrangements for re-organizing it not having come into operation until after the close of the year.

123. The course of study at the Christian Vernacular Education Society's training Normal school of the Christian Education Vernacular Society, Amritsar, school, at Amritsar, corresponds in almost every respect with that of the Government Normal schools. The education given is exceedingly good, and the students receive special training in the art of education, which eminently adapts them for their future calling. This is what we have never been able properly to attain in Government Normal schools, owing to the want of trained masters. Three students left this school during the year, having completed their course of study, and they at once obtained employment as teachers, on an average salary of Rs. 15 a month. One is employed in the Amritsar Jail school, and the other two in Mission schools, at Lahore and Bannu. This makes altogether 9 trained teachers that have been turned out of this institution since its establishment. There are still 21 students on the books, of whom 7 will leave during the present year.

124. In conclusion, I have great pleasure in recording that I have everywhere met the greatest readiness on the part of District Officials to accept and act on any suggestions I may have made to them. To all, then, my thanks for their courteous co-operation are due; but I must specially mention the following officers, who have done most for education during the past year:—

- T. D. Forsyth, Esquire, C. B., Commissioner, Jalandhar.
- H. E. Perkins, Esquire, Deputy Commissioner, Hushyarpur.
- Major E. Paske, Deputy Commissioner, Kangra.
- Major W. Davies, Deputy Commissioner, Gurdaspur.
- D. Fitzpatrick, Esquire, Deputy Commissioner, Amritsar.
- G. Knox, Esquire, Deputy Commissioner, Ferozpur.
- E. O'Brien, Esquire, Assistant Commissioner, Kasur.
- Lieutenant-Colonel Cripps, Commissioner, Multan.
- M. Macauliffe, Esquire, Assistant Commissioner, Multan.

A list of the native officials and gentlemen, who have given special assistance to the Department, is annexed.

C. W. W. ALEXANDER,
Inspector of Schools, Lahore Circle.

* The Inspectress must have made some mistake in her estimate of the age of the pupils; some of them are too old to do much. A limit of age has been fixed for all new comers.—W. HOLROYD, Director P. I. P.

† The maps required have now arrived from England.—W. R. M. HOLROYD, Director P. I. P.

RAWAL PINDI CIRCLE.

Inspector-C. PEARSON, Esquire, M. A.

I have the honor to furnish my annual report for the year ending 31st March 1869.

2. In the past year there has been some improvement in the case of particular schools, and there has been no general falling off; but I did not observe such decided progress as I had occasion to record in the report for 1867-68, with respect to vernacular schools. The distress caused by impending famine during several months no doubt affected education unfavorably, but under any circumstances the apathy of the people is a serious obstacle to any progressive rise of the standard of education. To remove intolerable abuses is comparatively easy.

3. There are now four zil' schools in the circle, of which three will in future teach up to the Entrance Examination. In the year under review, Gujrat alone sent up students for matriculation. At Gujrat zil' school the number of students on the rolls is 142; at Gujranwala, 77; at Jhang, 92; at Bhera, 132; of whom a large proportion are very young boys. The monthly expenditure on teachers only is Rs. 505 at Gujrat, Rs. 360 at Gujranwala, Rs. 275 at Jhang, Rs. 175 at Bhera. Two small branches are connected with the zil' school at Gujrat, and one with that at Jhang. In the seven districts of this circle (Rawal Pindi, Jehlam, Gujrat, Syalkot, Gujranwala, Shahpur, Jhang) there are 15 town schools (vernacular) attended by 1,391 boys, and costing Rs. 7,814 per annum. Village schools number 386. They are attended by 15,731 boys, and cost Rs. 44,647 per annum. Thus Government vernacular schools, town and village, contain 17,000 pupils, and are maintained at a cost of more than Rs. 50,000. Allowing for absentees, about one-fourth of these boys may be considered able to read and write. Perhaps another fourth will remain at school. At least half the boys on the rolls are sent by their parents to be taken care of, and are withdrawn at a very early age. But it should be borne in mind that about one-half only of the boys examined by the Inspector in any school appear before him in the following year, so that more pass through the schools than would appear from the statistics. On the whole I calculate that our vernacular schools in this circle turn out annually some two thousand scholars who have obtained a fair primary education. Three Aided schools occupy the place of zil' schools, viz., the American Presbyterian Mission school at Rawal Pindi, the Church of Scotland Mission school at Syalkot, and the Anglo-vernacular school at Jehlam, managed by the Chaplain of that station. There are besides several schools in which English is taught, established by the Missionaries, or held in connection with Government vernacular schools, the Lawrence Military Asylum at Murree, and other grant-in-aid schools, which will be noticed in due course, as well as Female schools and Jail schools.

4. Whatever way we take the figures, it is impossible to make out that more than one in a thousand of the population annually completes his education at a Government or Aided school. We have therefore nothing yet that can be called a national system of primary instruction, although we are doubtless doing a certain amount of positive good, and are gradually feeling our way to the establishment of a school in every village. Just now opinion is oscillating in favor of fewer and better schools, because cheap schools have been found too often to be good for nothing. But we must not forget that a single school among twenty or thirty villages can do but little for the education of the masses, however much it may contribute to the intellectual development of individuals.

5. The amount realized from fees in this circle is small, and would be still more insignificant if allowances were made for contributions from local funds, and subscriptions which appear as fees paid for poor students. No one would believe without experience how unwillingly fees are paid. At Gujranwala, for instance, the zil' school has long been half empty, while the new Mission school, in which no fees were taken, within a year numbered upwards of 300 scholars. The zil' school at Bhera was lately almost deserted, because I was unable to give any encouragement to repeated

applications of the Local Committee for remission of fees. In Jhang District, where the schools are well attended, Rs. 140 were allowed by the Municipal Committee towards the payment of fees for one year. If it were possible to deal with this matter irrespective of general orders, I think it would be well to fill the schools first, and then exact such fees as would keep the numbers within due bounds. For it cannot be good economy to pay a teacher a large salary and then to leave him half occupied because of the impossibility of collecting a few rupees in fees.

6. A few words upon the principal subjects of study in our schools may not be

Remarks upon the course of study in Govt. and Aided schools.

- 1st. The English language. Among certain classes of natives a knowledge of English is much prized for its practical value. Very little of the old prejudice remains. Boys educated in zil' schools become useful members of the community in proportion as their knowledge of English is available for the purposes of business. I do not think that the study of Goldsmith and Cowper contributes much to the intellectual culture of the student, nor does he in any appreciable degree become imbued with Western ideas. A few natives no doubt become accomplished English scholars, but zil' school boys, and the majority even of those who complete the college course, acquire little beyond a profitable knowledge of the English language.
- 2ndly. Persian literature is to the native student what Latin, French, and English authors are to an Englishman. The Gulistan, Bostan, &c., are very good school books, and there is no Urdu literature at all equal in style to the classical Persian. Besides, the peculiar composition of the Urdu language connects it more closely with Persian than English is connected with Latin or German. Some of the best English writers have been ignorant of all languages but their own. I doubt whether any one could be called a good Urdu scholar who has not read more or less Persian. But whatever may be the positive merit of Persian literature in school-education, it has held its ground for centuries both in Persia and India, and enjoys a prestige without which no branch of study can take a prominent place in a scheme of general education.
- 3rdly. The vernacular is in some danger of being neglected in favor of Persian. The vernacular of our schools is Urdu, although the teachers and boys in country villages invariably speak the Panjabi dialect, or a mixture of Panjabi and Urdu. Urdu books however are understood without difficulty, as the difference of the two dialects is chiefly one of inflections. There are two kinds of Panjabi corresponding to Urdu and Hindi. The one written in the Persian character admits Persian and Arabic words freely, the other goes to Hindi and Sanskrit for such terms as are not found in colloquial usage. As it is impossible to attempt the creation of a literature in each of several local dialects, the Panjab Education Department has doubtless done well to take up Urdu almost exclusively, notwithstanding the high claims which are put forward in behalf of both Hindi and Panjabi.
- 4thly. Although natives sometimes show considerable aptitude for Arithmetic, practically this subject is by no means successfully studied in our schools. I could not name half-a-dozen schools in this circle where miscellaneous sums are worked readily, and the teachers are generally worse than the boys. One reason of this is, that the Arithmetic which we teach in school is not the Arithmetic used in the shops, and hence is of no practical value except to such few as may get employment in the Public Works Department, or in some survey, where computations are made after the European method. Another reason is, a prejudice against what they consider banya's work. Native students are generally able to master Euclid without any of that difficulty which English boys often experience in the study. Algebra is not made much of, partly on account of the difficulty of the subject, and partly because of the imperfect state of the first books still in use. Some facility in working examples may be attained, but this is not really Algebra.
- 5thly. History in the vernacular is useful so far as it goes, but that is a very little way. A bald epitome of the reigns of kings is neither useful nor improving, excepting as an outline to be filled up from other sources. I have sometimes thought that such books as the "Confessions of Baber" and the standard Persian Histories might be read with advantage in our vernacular schools. To boys of the third and upper classes there would be no difficulty in the language, and the superiority of *Khafi Khan* over *Waqiat-i-Hind* is as that of Plutarch over Pinnoek.

6thly. Geography with us too often means merely the pointing out of towns, rivers, mountains upon the map. Our boys make a really intelligent use of the map of Northern India, Afghanistan, Persia, Arabia, Turkistan, Syria, because the Geography of these countries fits in with their general knowledge, but they seem to have no proper conception of Europe or of the sea. Mecca and Bukhara they can comprehend, but not London and Paris. Bagdad under the Abassides was not altogether unlike Delhi under the Mogals, but mediæval Rome and Venice belong to another world—a world unknown to them through books, pictures or travelling.

7. There are now four zil' schools in this circle, three of which will in future teach up to the University Entrance Examination. These schools are doing good work, and are valued by many, but, compared with good schools in England, the discipline and method of teaching are very defective. The universal failure of a large majority of the students in all written examinations might seem to indicate some radical defect in our system of education; but I am inclined to lay the blame partly upon the system of examination, which supposes a more perfect school organization than in fact exists. In England, examiners, teachers, students are all *en rapport*. The examiner knows exactly what kind of question to set, and the student knows exactly what kind of answer is required of him. Here the examiner does not know how instruction is given, and the student too often has not been trained to give direct and concise answers. Besides he has read his books as one reads for amusement, not unprofitably, but without arranging his ideas, so as to carry in his mind a distinct recollection of each subject as a whole. Such defects are to be expected in a system of education which is still in its infancy, and we may look forward with confidence to a gradual improvement in proportion as we are able to enlist men of good education as teachers.

8. Gujrat zil' school continues to thrive under Mr. Buchanan's zealous and conscientious management. Though there is much room for improvement, there is also much to commend. The failing of the school has always been in discipline and method. The excellency is a large measure of practical success in training young men for occupations suitable to their position in life. Within the last five years 37 boys educated in this school have left for employment, and are now in receipt of salaries ranging from Rs. 15 to Rs. 80 a month. Besides which, the daily exercise in habits of industry and order enjoyed by upwards of a hundred boys cannot fail to produce beneficial results independently of those which we test by examination or success in life. At the last Entrance Examination three candidates passed from Gujrat. One, Ghulam Hasan, who passed in the second division, has since been appointed teacher of the Elementary English School at Pasrua. Another, who has been a teacher in the school for two or three years, has failed on previous occasions, and should have been entered as a teacher. As there was no fourth class at the time of the middle school examination, no candidates from Gujrat were examined excepting one boy who properly belonged to the second class of Bhern zil' school, but had recently been transferred to this school. There are two branch schools, both of which are doing fairly.

9. I was much pleased with the improved state of Gujranwala zil' school when I visited it in February. Mr. Kirkpatrick deserves much credit for the energy and good sense with which he has commenced his duties. He knows but little Urdu as yet, and of course is less efficient in some respects than would otherwise be the case, but I feel confident that he will prove to be an acquisition to the Department. The lower school was not in good order, and needed attention. The Mission school lately started in Gujranwala is numerously attended, and seems likely to interfere with the success of the zil' school, no boys having hitherto been taken in the former. Mr. Kirkpatrick has taken some pains to teach the boys to play cricket. One lad had made considerable progress in batting, but three others whom I examined fell victims to as many consecutive balls.

10. Jhang zil' school is still going on quite satisfactorily. I had occasion to remark that in English reading, writing from dictation, translation from Urdu into English, and Euclid, this school stood first of any in this circle. At the same time Arithmetic was not well done in the upper school. In the middle and lower schools this and all vernacular subjects had been grossly neglected. The attention of the head master has been particularly directed to this failing, and he will himself be held responsible if he neglects to report the shortcomings of his subordinates. Nevertheless, it is due to Babu Opandar Kishn Bhos to say that the success of the school has been mainly owing to his good management.

11. I inspected Bhera zil' school in November, when I found only 20 boys remaining in the upper and middle schools of 37 who had been examined by me in the previous February. I took some trouble to ascertain the cause of so considerable a falling off, and found that sufficient reasons were given for the removal of the boys in nearly all cases. Still it was plain that the school was unpopular, no new boys having joined. The cause of unpopularity was, I believe, simply an absurd prejudice against the payment of fees however small. The Local Committee are perpetually striving to have the fees reduced or abolished, and the paucity of numbers might be regarded as something of a strike.

I pointed out to them that the school would certainly be closed unless they showed more appreciation of its value, and the result was that when I again visited the school in March I found 45 boys instead of 20 present in the upper and middle schools. There is reason to hope that the people of the town will in future take more trouble to support the school.

I am quite satisfied with the work of Babu Khetarnath, who, however, is young and somewhat deficient in authority. The other teachers have mostly been working steadily.

12. Although the results of vernacular education have hitherto been meagre, a good foundation has been laid. We have learnt by experience what kind of success is possible, and have organized a system which only needs to be developed. The great stimulus in English education is the expectation of lucrative employment. But such vernacular teaching as the people value may be had in towns without having recourse to a Government school, and in villages is not much sought for at all. Under these circumstances our business is to offer a good education to all who can be prevailed upon to accept it, and to raise the standard of instruction by imposing our own terms upon those who seek our assistance, even though it be impossible to educate a people above the requirements of its social condition. Thus the schoolmaster may be compared to a carpenter among savages, for whom he may build better or worse wigwams, but who have no need of palaces and shops.

From this point of view our vernacular schools have been fairly successful, and give promise of increased usefulness, though, if regarded as the organs of a secular proselytism, they have not answered the expectations of their founders.

For the last three years I have made a classification of the results of examination of vernacular schools with a view to mark progress. Last year a remarkable improvement was visible, but in the year under review nothing of the kind has taken place except in the Gujrat District, where the schools have reached a degree of excellence which I have not seen elsewhere in this circle, though a similar statement made by the Deputy Commissioner of Hushyarpur (see Annual Report for 1867-68 by Inspector of Schools of the Lahore Circle, para. 58) gives evidence of the possibility of attaining a still higher standard. The tabular statement given below deserves attention, not only as indicating progress, but also as an abstract of the practical results of our vernacular schools.

Classification of students of Vernacular schools examined by Inspector.

I. STANDARD.—Superior attainments generally.

II. STANDARD.—Ability to read and explain a Persian or Urdu book of ordinary difficulty, and to write neatly and correctly from dictation.

III. STANDARD.—Ability to read and explain *Panjab Singh*, and to write dictation from the same.

DISTRICTS.				No. of schools es- tablished on 31st March each year.	No. of schools exa- mined.	Passed I. standard.	Passed II. standard.	Passed III. standard.	Total passed.	Average No. passed in each school.
1868-69	...	{	Gujrat	64	64	20	162	599	781	12.2
			Jehlam	57	59	8	155	406	569	9.6
			Jhang	28	29	13	60	183	256	8.8
			Syalkot	104	107	40	221	647	908	8.5
			Gujranwala	57	60	17	104	372	493	8.2
			Rawal Pindi	55	56	21	83	337	441	7.9
			Shahpur	37	39	...	17	175	192	4.9
Total 1868-69			402	414	119	802	2,719	3,640	8.6	
Total 1867-68			433	424	56	699	2,777	3,532	8.2	
Total 1866-67			425	424	...	...	...	2,658	6.2	
1867-68	...	{	Jehlam	60	58	7	109	386	502	9.3
			Syalkot	108	110	23	242	735	1,000	9.1
			Gujrat	65	63	4	98	446	548	8.7
			Jhang	29	29	7	39	201	247	8.5
			Gujranwala	74	67	10	122	410	542	8.1
			Rawal Pindi	58	58	3	65	385	453	7.8
			Shahpur	39	39	2	24	214	240	6.1
Total 1867-68			433	424	56	699	2,777	3,532	8.2	

The above tables show a very considerable improvement in 1867-68, and a satisfactory advance in 1868-69, especially in the first and second standards. That the numbers in the third standard fall off in the latter year is due to the fact, that no boys of the VII. class have been included, as was the case in 1867-68. It will be observed that Syalkot has lost two places, and that Shahpur continues to be far behind. The circumstances in each case will be explained below.

14. I have continued my practice of examining the teachers, and have shown the results in the district reports. The system is useful in many respects, but the examination is cursory for want of time, and perhaps it may be better to give up the attempt to make a regular classification, and to examine only in particular cases. The following is an abstract of the examinations of teachers:—

DISTRICT.	No. of teachers examined.	No. of teachers who passed a satisfactory examination in			
		Dictation, Urdu and Persian.	Persian reading.	Arithmetic.	History and Geography.
Rawal Pindi	58	44	23	17	13
Johlam	69	62	55	37	22
Gujrat	60	60	46	24	21
Shahpur	40	33	29	10	14
Syalkot	112	86	78	40	23
Jhang	30	25	21	6	18
Gujranwala	61	50	45	20	18
Total	430	360	297	154	129

The teachers had taken pains to improve themselves in some cases, but the general results do not differ materially from those of the previous year. It appears that most of the teachers know Urdu and Persian well enough for the requirements of a primary school; but in Arithmetic, History, and Geography, they are lamentably deficient. Those who failed in these subjects were unable to work an easy sum in compound division, rule-of-three, or fractions, and could not answer such questions as to name the principal towns on the Ganges, or the famous battles fought at Panipat. No one properly familiar with his daily work could fail at all, though a teacher may easily pass in Arithmetic, History, and Geography, and still be too ignorant to teach these subjects. Well may one say to them—"If you were to plough and sow in this way, do you think you would ever get a crop?" And they answer—"No, truly! in future we will take pains."

From all this it appears that the subjects peculiar to the Government course of study have never been seriously taken up, although the old system of Persian education has been developed with some success. In fact the standards of classification, given in para. 13 of this report, omit Arithmetic, History, and Geography, simply because the results are too meagre to be taken into consideration.

15. Vernacular schools in Rawal Pindi District consist of two town schools and village schools. The schools Kalar and Pindi Gheb, although attended by young boys, and not reaching a high standard, are nevertheless in a very satisfactory state. I cannot speak so favorably of the village schools. A few are doing fairly, but the majority have not made such progress as could be desired. The late school muharrir never exercised much influence over the schools, and in consequence the teachers have very little idea of what is required of them. But an additional difficulty is the unpopularity of Government education among the Muhammadans of some parts of this district. Within the year 3 village schools have been reduced, but the number of scholars has increased by 65. These belong solely to the agricultural classes, if we regard the statistics, but the fact is that the people will not pay fees, and hence many are improperly described as agriculturists. The tahsildars have given me every assistance, and, I believe, attend to the schools. Munshi Bhagwan Das, the officiating school muharrir, has given me entire satisfaction since he commenced his duties, and I have reason to hope that the schools will be better organized than has hitherto been the case.

16. There are two town schools and 58 village schools in Jehlam District. On the whole their condition is satisfactory as compared with others. Of the two town schools, Chakwal had not improved so much as I hoped. Rohtas was as usual rather below the mark. A new teacher at Rohtas and two new assistants at Chakwal have since been appointed. Of village schools Karyala alone is particularly good, and a large number were in indifferent order. There has been a considerable increase in the number of scholars during the year, although 3 schools have been closed. The increase in Tahsil Pind Dadan Khan is chiefly due to the compulsory attendance of the miners' children at Kiliwra. The school muharrir, Maulvi 'Alim-ud-din, continues to work steadily, and I do not blame him if the progress of the year has been less than I hoped. The tahsildars also have given their assistance.

17. In Gujrat District there are two town schools, Dinga and Kunjah, both of which have improved, especially the former. There are now 62 village schools. They are more numerous attended and better taught than I have seen them hitherto. A comparison of the results of examination with those of the two previous years will show this very satisfactorily.

Comparative tables of students of the VI. and upper classes passed in Persian and Urdu, Gujrat District.

1866-67	...	...	...	...	...	...	...	...	350	passed.
1867-68	...	...	...	...	...	...	...	...	548	"
1868-69	...	...	...	...	...	...	...	...	718	"

As compared with other districts, Gujrat now stands considerably ahead, and the excellence of some schools furnishes grounds for thinking that the cause of village education is not so hopeless as it is sometimes represented to be. Maulvi Ahmad Hasan, the chief school muharrir, deserves great credit for the energy with which he has devoted himself to the improvement of his schools during the last two years. He has been well supported by the Civil Officers, who have contributed much to the satisfactory results which I now record. The following is an extract from the Deputy Commissioner's report:—

"The returns show that the average age of the boys under instruction in town schools is 11 years, and in village schools 10 years. The schools in the Phaliyan Tahsil are superior to those in the other two parganas; next in order comes Khariyan, and lastly Gujrat. Upon the whole a considerable progress has been made in education during this year, and the attendance has increased. It must be admitted however that the fact of the register showing a large number of pupils is not always a criterion of the satisfactory state of the school, as not seldom a little enquiry shows that the bulk of the boys are little more than infants whom their parents find it convenient to leave in charge of the teacher while they themselves are able to go about their daily avocations without being hampered by little ones. During the year under report I find that the sixth and higher classes contain a greater number of scholars, and this is an undoubted test of improvement. The school muharrir, Ahmad Hasan, maintains his good character for supervision. I believe his reports on the state of the different schools which he has visited, and the capabilities of the respective teachers, to be reliable, as I have occasionally tested them by personal inspection and examination."

With respect to the very young age of the children attending school, the Commissioner suggests that some limit should be fixed. I am inclined to think that the schools are popular and useful as nurseries, and that when there is room in the school-building these little children do no harm. There can be no doubt however that the practice of admitting all comers has given rise to exaggerated notions of the numbers under instruction, and it might be better to admit formally only such as have already acquired some elementary knowledge of reading and writing.

18. There have never been any town schools in Shahpur District. The number of village schools is now 37. In this district there has been no such improvement as we have seen elsewhere, but I trust that we have at last secured more efficient management. To avoid repetition, I will now give an extract from the Deputy Commissioner's report, which is quite in accord with what I have to say:—

"In my last year's report I remarked on the want of method in the teaching. I think from what I saw of the schools during my tour in this district that there is an improvement in this point, especially in the Sahiwal school, one of the largest, but there is still a great deal of room for further reform. The fault was caused mainly by the bad health of the school muharrir, Abdussalam. He has gone on sick leave, and has been succeeded by Mirza Nawab, a very respectable young man, educated at Delhi College. He is doing very well; and it is contemplated to appoint him in Abdussalam's place, if he should continue to give satisfaction. If the new scheme of the Director of Public Instruction (an excellent one I think) is carried out, a few of the worst village schools will have to be brought under reduction, to the great benefit of the others. The reduction will only be six or seven, as arrangements can be made to keep up some of the others as grant-in-aid schools. In fixing the pay now I try as much as possible to do so by the result of yearly examinations and Inspector's report, and the result is, I think, good; as the teachers then have the incentive of emulation, and now that the pay will be so good, and the appointments will be more valuable, we can expect far better results from the teachers, and will be able to secure a better-read and better class of men."

19. There are six town schools in Syalkot District, although one only, San Khatra, reaches the standard. Zafarwal, Daska, Parnat are doing well. Narnaf and Ghota are decidedly below the mark. There are 97 village schools, some of which have improved considerably, but I do not find such progress during the year as I hoped. In January a Darbar was held by the Commissioner, at which all the teachers and students of the upper class of each school were present. The affair went off most satisfactorily, and appeared to give much pleasure to those who were admitted. On previous occasions when young boys have been collected from all parts of the district, they have suffered a good deal from cold and wet, so that the plan of assembling only a few of the oldest boys is undoubtedly an improvement. The Deputy Commissioner notices a falling off in the numbers, which he is inclined to attribute to the

scarcity which prevailed during a great part of the year. The chief school muharrir, Ilahi Bakhsh, has been most assiduous, and has constantly visited all his schools. The tahsildars also have done their duty.

20. Hafizabad is the only town school in Gujranwala District. It has improved, but the teaching in Arithmetic, History, and Geography is still very bad. Vernacular schools in Gujranwala District. The village schools now number 56. They are not generally in good order, but there has been a slight improvement on the whole. Jandiala is actually a better school than the town school at Hafizabad. Pindi Bhatian, which was degraded, now promises to do well. The vernacular school in Gujranwala city, which had almost ceased to exist, has been re-established with better prospects. Inam-ullah, the school muharrir, has discharged his duties with industry and good sense. If he has not been very successful in stirring up a spirit of emulation, he has taken proper notice of failings, and has carried on the work to the best of his ability. The tahsildars have given me every assistance.

The Deputy Commissioner reports—

"That a large number of village schools have already been reduced with a view to equalize the district school fund income and expenditure, but that the number of boys attending has not at the same time been seriously diminished. Some further reduction must still be effected so that there may be a margin to increase the stipends of the badly paid masters, and to afford funds for a few scholarships and prizes. Owing to several causes there has been no general examination this year of the boys of the schools, I regret this very much. I consider such examinations as very useful in every way, and, when accompanied by suitable rewards in the way of scholarships, they produce great results. I should like an examination organized in every zil' as a matter of course. The Inspector of Schools should organize it and set the papers, and the head master of the zil' school could conduct the examination and allot the marks, and if the Deputy Commissioner was thus saved some of the time and trouble thrown upon him, he would no doubt be ready enough to give the necessary orders, and exercise the general control."

I concur fully with the principle of Major Babbage's suggestions. I should, however, prefer to award the prizes and scholarships during my tour through a district, after which some of the teachers and students should be assembled at the sadar station, and addressed in Darbar, as was the case at Syalkot in January last. It may not be convenient to hold a public meeting every year in each district,* but an arrangement of this kind might be carried out as a general rule.

21. Considering the isolated position of Jhang District, very satisfactory progress has been made. The town schools at Maghyana and Chinyot are among the best in the circle, and the village schools are generally doing as well as could be expected. I cannot speak highly of the attainments of the teachers. Their knowledge of History, Geography, and Arithmetic is, in almost all cases, worthless, and many do not even pretend to know anything of these subjects. On the whole it is surprising that so much should have been accomplished with such imperfect instruments. The Deputy Commissioner writes—

"The tahsildars have all taken a greater interest in furthering education, but Rahim-ud-din still continues to keep the lead in this respect. Hukim Chand, the school muharrir, has been favorably mentioned by the Inspector of Schools, and I quite concur in that opinion."

22. The number of students on the rolls of the Normal school was 47 at the close of the year, but the average number was only 41. The report of the last examination for certificates has not yet appeared, but it is creditable to Maulvi Ilahi Bakhsh, the 2nd master; that for 3 or 4 years during which he has officiated as head master, the Rawal Pindi Normal school in proportion to the number of students has generally been equally successful with those of Dehli and Lahore. Babu Jai Gopal Singh, who has hitherto borne a high character in the Department, has recently joined as head master, and I trust that with an increased staff we shall be able to show better results than heretofore. For although this school will bear comparison with others of the same class, the progress made in some subjects of study is by no means what it should be.

No definite arrangement has yet been made with respect to the site of the Normal school. It was proposed to move it to Gujrat, and subsequently barracks at Jehlam were made over for the purpose, which however have again been taken up for the use of troops. Meanwhile, the

Amul Singh, R. S. I, Gujrat is more central than Rawal Pindi, and will perhaps be found to be the most suitable place for the Normal school, if some of the public buildings there should hereafter be occupied.

* In the Ambala Circle it is usual to hold sadar examinations at Ambala and Dehli, which are attended by boys of the three higher classes of the Ambala and Dehli Divisions. Later in the year there is frequently a public distribution of prizes at which the successful students attend.—W. R. M. HILGARD,—Director P. I. P.

23. I have always given some details of progress in Jail schools, but I shall not do so on this occasion, as I am convinced that the apparent results of examination are quite untrustworthy. It has been the custom of the Jail officials to put forward men who have already some education. Efforts have been made to organize a really efficient system, but I fear hitherto without much success owing to the inability or unwillingness of those concerned to carry out the proposals of the Educational Officers. If we mean to have good schools, it is necessary to employ a sufficient staff of qualified teachers, but the work has not yet been taken up in earnest with such as we have. The following is from Major Babbage's District Report :—

"Of the Jail school, I cannot say much. Some prisoners do undoubtedly learn, and even attain some proficiency in reading and writing, but the little knowledge imparted to the mass is utterly useless, and is mere time thrown away. No prisoner sentenced for less than a year should waste his time over the alphabet. I dare say I may be censured for expressing such opinions, but I think that they are shared, if not expressed, by many besides myself, who like myself have had full time for observation of the Jail schools."

There can be no doubt of the possibility of teaching prisoners to read and write, and the orders of Government are explicit, but universal scepticism as to the fitness of education in Jails paralyses all our attempts. We think that schooling will do no good to an habitual cattle-stealer, and our subordinates mind what we think rather than what we say.

24. Aided schools in this circle are the Lawrence Asylum at Murree for soldiers' children; the Murree-cum-Rawal Pindi school for children of European descent; the schools of the American Presbyterian Mission in Rawal Pindi city and cantonment; Church of Scotland Mission schools at Syalkot, Wazirabad, and Gujrat; Elementary English schools in connection with Government vernacular schools; branches of zil' schools; a few indigenous vernacular schools for boys, and the great majority of female schools. A considerable development of the grant-in-aid system is in contemplation, but must remain in abeyance until the effect of the new regulations respecting municipal taxation is better understood. At the present time in some cases contributions from local funds have been already withdrawn, and it is not plain whence an increase may be expected.

25. Since my last report considerable changes have taken place at the Lawrence Military Asylum. Since the girls have been removed to the new building excessive crowding and other inconveniences have been obviated. Mr. Smithwhite, late Principal of St. Stephen's College at Delhi, has succeeded the Reverend J. B. Morewood as Principal of the Asylum, and I am happy to think that under his management the institution is in a more satisfactory state than has hitherto been the case. The income of the Asylum is quite insufficient to maintain the full number of children for whom there is accommodation, and in order to do full justice to their education a stronger teaching staff is much required. An appeal to the public has been made, but has not met with much success, and it is earnestly to be desired that Government may undertake the whole responsibility without delay.

At present there are 128 children on the rolls, 67 boys and 61 girls. Nearly all the boys are very young. Most of them can read and write English very fairly. Arithmetic is not well done. Urdu has been neglected in the second class. The girls of the first two classes have been well taught by Mrs. Braide, the school mistress. The third class, under the assistant mistress, is also going on satisfactorily, but there is no proper provision for the instruction of the two lowest classes, consisting of very young girls.

The classification was as below, exclusive of a few sick or too young to join a class.

Boys	I. class	4	II. class	8	III. class	10	IV. class	9	V. class	12
Girls	I. "	9	II. "	16	III. "	13	IV. "	10	V. "	18

26. The Murree-cum-Rawal Pindi school continues to be of the same character as described in last year's report, but the Committee has at length been awakened to a sense of its duty, and has seriously taken up the question of establishing a lower department for the children of poor persons. This branch will be opened immediately at Rawal Pindi, and the Committee hopes eventually to have a boarding-house in connection with it for the benefit of out-stations. Whether a school master or a mistress or both will be employed, has not yet been determined, and will depend partly upon the age of the children who join, and partly upon the readiness of the public to respond to the Secretary's invitation to subscribe sufficient funds to purchase the houses at Rawal Pindi and Murree, for which they are now paying a ruinous rent. Mr. Harris, the able and energetic Principal, has been suffering from severe illness for some months, but is now convalescent. I have, however, deferred my annual examination until later in the Murree season. Miss Peake, the assistant teacher, deserves great credit for the efficient manner in which she has carried on the work of the school during

the illness of the Principal; and, from what I have seen both at Rawal Pindi and Murree, I am sure that the children have suffered as little as possible.

27. The Aided schools at Rawal Pindi, under the management of the American Rawal Pindi city and canton- Prosbyterian Mission, are—
ment aided schools.

- (1). The city school, which educates up to the University Entrance Examination.
- (2). An Anglo-vernacular school of the middle class in cantonments.
- (3). A female school.
- (4). A vernacular school, chiefly attended by low caste boys in the Regimental Bazaar.
- (5). A vernacular branch school in the city.

In the main school English is well taught, but Arithmetic and vernacular subjects have been somewhat neglected. On the whole the progress made will bear comparison with that of any zil' school in this circle. The cantonment as at present constituted seems to entail some waste of power, and the Missionary proposes to transfer all the English classes to the main school, retaining only a lower department here. The abolition of the study of English in the lower school has not yet been followed by the improvement of the vernacular, and consequently the younger boys passed but a poor examination. Perhaps a change of this kind was not likely to be successful all at once, but I think the system will ultimately work well.

The female school, which I have been permitted to visit for the first time, numbers over a hundred girls, of whom 26 can read the Panjabi Testament, and write Gurmukhi from dictation. The building in which the girls sit is close, and they have no idea of discipline, but the progress which they have made in their studies is quite surprising.

The Regimental Bazaar school is both expensive and inefficient. When English was taught, the school was doing well, because there is a demand for servants who can speak English about the barracks, but the class of boys who attend is not one to value general education. The establishment should be reduced to the grade of a primary vernacular school.

In the city branch school there are 118 young boys, of whom two-thirds learn Mahajani or Gurmukhi; the rest Persian and Urdu. It is in fact nearly the same as a mixed indigenous school, and meets the wants of parents who are glad to get rid of their children for some hours in the day.

The educational work carried on by the Rawal Pindi Mission must be extremely valuable, reaching as it does so many homes, and the organization of the schools will gradually be improved under the careful superintendence of the Missionary in charge.

28. The Aided school at Jehlam is managed by the Reverend F. Cardew, the Chaplain of the station, but no money is expended upon it except the grant-in-aid. This has recently been the subject of official correspondence, and need not be explained here. When I last visited the school in November, I found the English classes doing fairly, but Arithmetic and vernacular subjects had been much neglected. I examined the vernacular teachers, and found some of them to be incompetent from ignorance or physical infirmity. On my recommendation the Manager re-organized the staff of teachers, but with what effect I cannot tell, not having inspected the school since.

29. A year ago the zil' school at Syalkot was made over to the Church of Scotland Mission and receives a grant-in-aid. Besides the main school there are two branches in the city, and another in cantonments. The same Mission has a middle class school at Wazirabad, and at Gujrat. The Reverend R. Paterson went on leave to England early in the year, and his colleague, the Reverend J. P. Ling, who used to teach for three hours daily, has since had no leisure to take a share of the regular work in schools. The head master, Muhammad Ismail, is the most efficient, and the other teachers appeared to be competent. It is to be regretted that the transfer of the school to the Mission has had the effect of breaking up the old connection. Only 13 of those on the rolls in January had been in the Government school six months before, and among those who left the school were about a dozen senior boys who were getting on particularly well. Still the school is in a sounder state than before, and for a new school has made excellent progress.

* This matter has been brought to the notice of Government, and it has been ruled that the school shall remain on its present footing for another year.—W. R. M. HOLROYD, Director P. I. & P.

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Of the city branches, one is aided under Article V, and the other under Article XIV. Both are indifferent and expensive vernacular schools of the lower class. The cantonment school is good in Persian and Urdu. Arithmetic is not well done, and the English teaching has been very inefficient.

At Wazirabad only 19 boys had read English beyond the primer, but several had recently left school. The Vernacular classes were quite beginners. The numbers attending were large, viz., 108 learning Urdu and Persian, and a Mahajani class of 50, but the results of examination were not so satisfactory as usual. At Gujrat there are 84 on the rolls, of whom 33 learn English. The school was not doing well, though in better order than at the time of my previous visit. This school will have a better chance when there is again a resident Missionary, but it is overshadowed by the zil' school.

30. The Reverend J. Barr, American Missionary at Gujranwala, has been very successful with the school, which he commenced about a year ago. In February there were no less than 324 names on the rolls, including a Hindi branch. The school had not been thoroughly organized at that time, but some of the classes were being well taught, and there seemed to be good reason to expect continued improvement. The plan upon which the school was started was to take no fees and to supply poor students with books. A grant-in-aid has been sanctioned from April 1869, and from that date of course fees must be paid. It remains to be seen how far this condition will interfere with the success of the school, but as Government does not require the personal payment of fees, the Missionary will no doubt manage to save the grant.

31. In my last annual report I was compelled to make unfavorable mention of the Narowal school belonging to the Amritsar Mission, and to give notice that the grant-in-aid would be reduced or withdrawn unless a decided improvement took place. When I visited the school in January, I found that although vernacular subjects received due attention, the English classes were almost worthless. In consequence of my report the grant has been reduced from Rs. 80 to Rs. 50, which latter sum would be ample even if the school were in good order.

Narowal is a small poor place, and is never likely to have a superior school, but the defects of which I had to complain could be due only to gross neglect of duty on the part of the head master.

32. Several of the Aided schools already noticed might be described as Elementary English schools. English schools, but the term has been reserved for the English classes connected with some Government town and village schools.

The question of Elementary English schools is a very difficult one. A smattering of English can hardly be called education, and is not likely to be of any practical use; but on the other hand these schools are undoubtedly popular in some places, and thus may to some extent form a sympathetic bond between the ruling and subject races. In practice the chief objection to schools of this kind is that some of them are always in bad order, partly owing to the difficulty of getting trustworthy teachers, and partly for want of frequent inspection. There are schools in this circle which have never been worth keeping up, and others which are in all respects equal to the corresponding classes of zil' schools. On the whole I think that Elementary English schools should never be forced upon the people, as sometimes was the case, but when the people much desire them, that the usual grant-in-aid should be allowed. The Deputy Commissioner of Gujranwala suggests that the head master of the zil' school should visit the Elementary English schools in the district office in a quarter. I am myself much averse to taking away the head master of a school for any purpose if it can be avoided. The good which he may do away from his post is trifling compared with the harm which is done in his absence. But the teacher might bring the boys who have passed through the lowest class to meet the Inspector at the zil' school when he makes his periodical visits. Once or twice I have summoned Elementary English schools to the sadr in this way, but have not made a regular practice of it.

33. There are four Elementary English schools in Sylkote District. That at Zafarwal has been going on well for some years, and still maintains its character. The school at Pasrur has never been successful. A year ago it promised to do well under a new teacher, but the man neglected his duty, and in January I found nothing left of the school. Anjam Hasap, of Gujrat zil' school, who passed the last Entrance Examination in the second division, has now been appointed. I believe that the constant failure of this school has been owing entirely to the incapacity or misconduct of successive teachers, but should it continue to be in bad order, it will be necessary to withdraw the grant-in-aid.

In my last report I spoke highly of the Elementary English school at Daska. The teacher obtained another appointment, and the school dwindled away to nothing under his successor. Another man has since been tried.

The school at Jamke was started about two years ago, and has recently obtained a grant-in-aid. The first teacher was the man who ruined Daska school, as described above. He seems to have done little good at Jamke, but satisfactory progress had been made since his transfer.

It was suggested to the people of Jamke that instead of having a school of their own, they should contribute to the maintenance of promising boys who might be sent to some zil' school for English education. But upon enquiry it appeared that they wanted an English school for their own children, being moved by the success of a few English students in the district, and had no desire to help their neighbours.

34. In Gujranwala District the Elementary English school at Ramnagar has been doing well since it has been in charge of Maula Dad, formerly teacher at Akalgarh. The school at Akalgarh has since failed completely, and has at last been closed. The English school at Batala, kept up chiefly for Sirdar Jhanda Singh's sons, was as usual not very flourishing. I think a new teacher should be tried, as this man has been repeatedly warned without effect, and appears to be dissatisfied with his position.

35. The Elementary English schools at Shorkot and Maghyana continue to do very well. In the latter 49 learn English. The classes are II, III, and IV of the middle school. The Shorkot boys are less advanced, though making satisfactory progress. In all 31 are learning English, of whom 20 are beyond the primer.

36. The Elementary English school at Shahpur is not in good order, although a fair amount of work is going on. Reading, dictation, and copy-writing were all done in an imperfect and slovenly manner. I thought it necessary to warn the teacher that he will be required to make a better show next time. The school at Khushab had made no progress whatever in the space of a year and a half. A year before I recommended the dismissal of the teacher, who was quite incompetent. He has at length been discharged, and his place has been taken by a young man who has done well as assistant teacher in Jhang zil' school.

37. An Elementary English school was started at Pind Dadan Khan in November. I visited it immediately after it commenced work, and found it Elementarily English school in Jehlam District. numerously attended. I saw it again in March. Fair progress had been made in the interval. As a number of Europeans are employed about the Salt Mines, Pind Dadan Khan is particularly in need of an English school, and there seems to be little doubt that it will be successful.

38. One of the chief obstacles to success in the organization of female schools, or, more correctly speaking, one of the chief reasons why we are so often Female education. deceived in this matter, is our ignorance of native domestic life. From enquiries that I have made, and from facts which I have observed, I have myself no doubt whatever, that indigenous schools are to be found everywhere in which little girls are taught to read the Quran or Shastras. I have also no doubt that the great majority of female schools supported or aided by Government are nothing more or less than the old indigenous schools, while the people gladly enough accept stipends for their favourite Mullas and Pandahs. Of course the religious school furnishes a nucleus which should not be disregarded, and the teacher in some cases is induced to teach the vernacular in addition to the regular course of instruction; but when it is proposed to substitute female for male teachers, it must be borne in mind that this is much more than a question of school detail. I will not say that these schools will cease to exist under female teachers, but the religious object which the parents have in view has nothing in common with secular education, and some new motive must be found before they will consent to send their children to a school mistress. Why there should be so much misconception about the facts of the case, it is not easy to explain. People imagine that native gentlemen must know everything about native society; but if any Englishman reflects how little he knows of the society of his own countrymen out of his own clique, it does not appear strange that men who are incurious as to the welfare of their neighbours should be

* It will be very desirable to induce the female relatives of male teachers to undergo training at the Normal schools, so that the men now employed may find it advantageous to facilitate the introduction of the new system.--
W. R. M. HOLROYD, Director P. & F.

ignorant of their habits. I have been often assured by natives that no such thing as female education existed before Government took up the question, except to a limited extent among the Musalmans. I have often been assured that there are religious schools for girls, both Hindu and Musalman, in almost every village, and have been from time immemorial. I think the latter account is nearer the truth, because I have seen a few of these schools in various places, and find the system of instruction to be too uniform to be exceptional. No doubt the system is traditional and widely spread. The Deputy Commissioner of Syalkot has stated that in most of the schools in his district the instruction is still purely religious.* If these schools were a new invention of a British Officer, how could this be the case? There is nothing new in Bedi Khem Singh's female schools in Rawal Pindi and Jehlam. He may have increased the number with the assistance which he receives from Government, but no approach has yet been made towards a system of secular education. I am far from supposing that indigenous female schools are useless. Only the conclusion which I draw from the above considerations is, that Government money should be spent only upon such female schools as are regularly organized and inspected.† At present in most cases we are merely giving pensions to religious persons, who, however deserving, have no claim upon the educational budget.

39. The Female schools supported or aided by Government in this circle consist of 12 schools dependant upon imperial revenue, viz, 4 in Jehlam; 2 in Shahpur; 6 in Jhang. 145 Aided schools in Syalkot, of which 107 are attended by Musalmans, and 38 by Hindus. In Gujranwala 9 schools. In Rawal Pindi and Jehlam 108 schools, maintained by Bedi Khem Singh, of which 7 are for Musalmans, and the rest for Hindus. There are also 2 Mission schools at Wazirabad, and one at Rawal Pindi. Besides the above, Female schools are maintained by the Municipalities of Rawal Pindi and Jhang, which receive no support from Government.

Of the above I inspected the Mission school at Rawal Pindi (see para. 29). The school at Jehlam, which I saw two years before, had made no progress in the interval. Two or three little girls had commenced Urdu; the rest were busy upon the usual religious course. The schools at Daska had fallen off since the dismissal of the Inspectress.

40. In accordance with the advice of Miss Carpenter, a Female Normal school has been established at Syalkot under the management of the Deputy Commissioner Major Miller, who is officiating for Lieutenant-Colonel Mercer, reports as follows:—

"The new Normal school for training school mistresses is now an accomplished fact, having been started on 1st April 1869. An intelligent and suitable lady superintendent (Mrs Rule) has been engaged on a salary of Rs 150 a month. It is difficult to obtain the services of competent native females for the post of school mistress, but I hope very soon to succeed in this also. Meanwhile Mrs Rule, with the aid of one or two educated females, will be able to carry on the work, pending other arrangements. She knows the language well colloquially, and is now being taught to read and write it.

"We cannot hope for great results at the commencement, and it will be necessary at first starting to combine fancy-work, such as embroidery and the like, with the more solid branches of education. When the pupils become interested they will have no wish to leave. The Reverend Mr. Lang of the Scotch Mission has very kindly made over the Branch Mission school building in the city for one year, in exchange for a building we do not require, and which is not conveniently situated for our Normal school. A house in the Fort has been obtained for the lady superintendent through the kindness of the Commissioner, as a temporary arrangement, or until a suitable house can be built."

"In another letter the Deputy Commissioner gives further particulars—

"There are at present 10 pupils, of whom two receive Rs. 10 per mensem, and will act as assistant teachers until some other arrangement can be made. This amount includes their stipend, so that they will receive Rs 8 in cash per month. The others receive a stipend of Rs. 7 per month, of which Rs. 2 are deducted for books, &c. All of these women have been educated in the Native Female schools of the district.

"Of the above ten pupils—

3	are of the Khatri class,
3	" " Kashmiri,
2	" " Sayals,
2	" " Suniars.

"Their average age is 25 years. Two are widows, and the rest are married.

"No girls from the Orphanage have been admitted. None of those admitted know the English language.

"Their training will, it is proposed, extend over a period of three years.

"It is not proposed to bind them down for the first few months. Any attempt to do so would cause them to abandon the school. Such at least is the opinion of all the natives who are interested in the scheme. Eventually I propose to bind the pupils down by a written agreement to remain in the school until completion of their studies,

* The majority may be new schools modelled on the few indigenous schools which previously existed. Being under no efficient control, the teachers would naturally assimilate these female schools to those with which they were already acquainted.—W. R. M. HOLBOURN, Director P. I. P.

† All schools will be gradually brought under inspection and made to conform to a proper system. I have always considered it a mistake to maintain or aid schools not open to inspection, and this was, I believe, the opinion of the late Director; care, however, must be exercised in dealing with existing schools; all of course will be open to the Inspectress.—W. R. M. HOLBOURN, Director P. I. P.

say for 3 years, and to act as school mistresses on quitting the Normal school. Any breach of the agreement without satisfactory reasons being assigned to necessitate the refund of the whole stipend from date of entrance..... There are 16 native female schools in the city, and the Normal school pupils who belong to Syalkot will act as teachers in them.

"Whatever may be the result of this experiment, it is plain from the above that nothing has been omitted to give the Normal school a fair chance."

41. From the returns of Indigenous schools in this circle it appears that there are upwards of 25,000 boys on the rolls, of whom nearly 20,000 are Indigenous schools. Musalmans. The majority of these are children who merely learn to read the Quran by rote, and are further instructed in a few of the simplest ceremonial observances of their religion. Many of the Hindu schools are of the same character, and so far resemble the girls' schools described above. Only for the boys there is sometimes secular education, either in connection with the religious schools, or separately. Secular education consists of Persian and Urdu for those who are being trained for muharrirs, whether Hindu or Muhammadan, and book-keeping for the children of tradesmen.

In the religious schools they do not seem to have any idea of the value of reading and writing for general purposes, although the rudiments of education must often be acquired here.

The figures returned from Jehlam are, as before, much higher than in any other district. I cannot account for the difference, but I suspect that the numbers are not at all correct in any case, and even if correct, they prove nothing as to the opportunities of education apart from the Government schools.

Some indigenous schools have been aided under Article XIV, but the system is not very successful. Perhaps parents withhold the usual fees when they learn that a teacher enjoys a stipend from Government. Anyhow no great eagerness is displayed to obtain one of these grants, and although fair warning has been given, I have rarely found that any trouble has been taken to improve a school in anticipation of the Inspector's visit. Latterly I have used the allowance sanctioned under Article XIV chiefly for the support of Government village schools, which otherwise must have been closed for want of funds.

42. Maulvi Muhammad 'Ali, the Deputy Inspector, has been employed in this circle for many years, and is intimately acquainted with the circumstances of the schools. As the numbers increase I have been obliged to delegate to him a greater share than formerly of the work of examination, and I have every reason to be satisfied with the way in which he has performed his duties. The school muharrirs have already been noticed in connection with their work. I have to thank several Native gentlemen for their co-operation, especially Sirdar Nihal Singh, K. S. I., Myan Abd-ul-rahman, and other members of the Municipal Committee at Rawal Pindi, and also the tahsildars and naib-tahsildars in the several districts. A nominal list accompanies this report.

43. I am much indebted to the Civil Officers for their courtesy and assistance on all occasions. It is difficult to say who has done most in the cause of education; but my own acknowledgments are specially due to Lieutenant-Colonel T. W. Mercer and Major F. J. Miller for their exertions in behalf of the Female Normal school at Syalkot; to Major J. B. Smyly, Deputy Commissioner of Gujrat, who has the best vernacular schools in this circle; to Major Ferris, Deputy Commissioner of Jhang; to Captain Johnstone, Deputy Commissioner of Shalipur; to Mr. F. E. Moore, Assistant Commissioner at Pind Dadan Khan; and Mr. E. H. Harrison, C. S., Assistant Commissioner at Rawal Pindi, with all of whom I have had a good deal of correspondence on various subjects, and who have been always ready to give their attention to such matters as I had occasion to bring before them.

C. PEARSON,

Inspector of Schools, Rawal Pindi Circle.

FRONTIER CIRCLE.

Inspector—D. W. THOMPSON, Esquire.

I forward herewith, for the year ending 31st March 1869, my Annual Educational Report for the Frontier Circle, of which I have the honor to be the Officiating Inspector.

2. I commenced my cold weather tour for the past year from Abbottabad, in the Hazara District, on the 4th October, and ended it at Dera Ismail Khan on the 31st March. As this was the close of the official year, and not very far from the time for the mid-summer inspection of zil' schools, I settled on staying at Dera Ismail Khan, drawing up my annual report, looking over Normal school examination papers, visiting the few schools of this district not inspected up to the close of the year, till the beginning of June, and then going on my mid-summer visit of the Dera Gazi Khan, Rajanpur, Kohat, and Abbottabad zil' schools.

3. In the whole of my circle, which is comprised of the seven districts of Hazara, Peshawar, Kohat, Bannu, Dera Ismail Khan, Dera Gazi Khan, and Muzaffargarh, there are—

4. Of Anglo-vernacular schools, 9 containing 687 students learning English; and an aggregate number on the rolls of 1,049.

Of Vernacular schools there are—

2 of the higher grade or Normal schools containing ...	28 students.
3 of the middle or town schools ...	436 "
9 Branch schools, with 55 boys learning English, and an aggregate roll number of ...	342 "
146 Village schools ...	4,658 "
2 Jail schools ...	57 "

Making in all, of Government and Aided Male schools, 171 schools; 742 students learning English, and 6,570 on the register, in the whole of the Frontier Circle.

5. Comparing some of these figures with corresponding ones for the previous year, we have the following:—

	1867-68.	1868-69.	Difference.
Village vernacular schools	179	146	-33
Total number of students in village schools	5,033	4,657	-376
Students learning English	726	742	+16
Total number of students in Government and Aided schools	6,810	6,570	-240
Total number of Government and Aided schools	201	171	-30

6. Notwithstanding the reduction of 30 schools during the year, we have a decrease of only 240 students, and as the closing of one school, the Government one at Peshawar, struck 149 names off the register, the effects produced on our registers for the year under review by the closing of 29 schools is a decrease of 91 names.

7. The increase of 16 English-learning students, in spite of the reduction of the Peshawar school, which had 103 on its rolls, shows a fair improvement in the other English schools, which will be referred to hereafter.

8. Now to go into details. The Anglo-vernacular schools are divided thus, viz. :—
 Number of Anglo-vernacular schools. 3 Government schools, at Dera Gazi Khan, Kohat, and Abbottabad,
 4 Mission schools, the Peshawar city, Peshawar cantonment, Bannu, and Dera Ismail Khan; and 2 other Aided schools, at Rajanpur and Hoti Mardau.

9. The Dera Gazi Khan school has got a—
 Dera Gazi Khan zil' school. Higher department with 4 students in the 2nd class,
 Do. do. 2 do. 3rd do.

Total 6 students.

Middle department with 7 students in the 1st class.
 Do. do. 7 do. 2nd do.
 Do. do. 12 do. 3rd do.
 Do. do. 40 do. 4th do

Total 66 students.

Lower department with 6 students in the 1st class.
 Do. do. 24 do. 2nd do.
 Do. do. 97 do. 3rd do.

Total 127 students.

Making in all a grand total of 199 students. The number on the rolls of the school at the end of the previous year was 161, leaving an increase of 38 names during the year.

10. I held two examinations of this school, partly oral and partly written, one in July and the other in January, the remarks on which I forwarded to you, and which on the whole may be taken as satisfactory.

Six-monthly oral examination.

11. I was, however, disappointed with the results of the written examination in December last, given by the 2nd class, and thoroughly disgusted with those of the students at the middle school examination in January.

Written examination of 2nd class and middle school.

12. In the December examination of the 2nd class, 2 students out of 3 passed in three out of four subjects, and, most curious to say, all three got no mark at all for English Poetry, though they sent up answers in that subject. I can only venture to hope that this was owing to the answer papers not having reached the examiner, or to their having been accidentally overlooked, and not to the entire failure of the three students in their answers.*

2nd class English Poetry papers not examined.

13. At the middle school examination in January, out of 9 candidates, only 2 passed into the higher department, but neither of these obtained certificates, as they had not passed in all subjects. There was a general failure in Urdu, for which the only excuse that can be put forward is, that the change, caused by the formation, during the past year, of the zil' school into the higher, middle and lower departments, rendered the staff of vernacular teachers for some time very insufficient for the wants of the school.

Middle school examination.

14. Two students competed at the last Calcutta University Entrance Examination in December 1868, and both were successful in passing it; and what is more satisfactory still, both have entered the Lahore Government College.

Students passed Calcutta Entrance Examination.

15. Arrangements were being made, but had not been finished at the end of the year,† to support the lower school and establish two branches on the grant-in-aid principle.

Lower and Branch schools on grant-in-aid principle.

Since the above was written, it was found out on enquiry from the Examiner, that these answer papers had been received by him, but were accidentally mislaid, and not examined.

† Sanction for the above has since been received.

16. The following changes took place in the English school at Kohat. On the 1st of April it was converted into a zil' school, maintained both by Government and by grant-in-aid. In the same month Pir Bakhsh, formerly 2nd English teacher of the late zil' school at Peshawar, was appointed head master here, *vice* Mr. Jennings resigned, and not long after the school was divided—

Into the middle department with 6 boys in the 3rd class.	
Ditto	ditto with 19 do. 4th do.
Total	25 boys in the two classes.
And lower department with 22 boys in the 2nd do.	
Ditto	ditto 36 do. 3rd do.
Total	58

Or in the whole school a grand total of 83 boys.

17. There is an increase on the rolls of 13 names since the previous year, but the average of daily attendance for both years is the same.

18. On the last examination of the school, I made amongst others the following Mid-summer oral examination. remarks in the school visitors' book, and in the report forwarded to you: 1st, I found some irregularities in the studies of some of the classes, such as some boys learning the English books of one class and the vernacular ones in another; 2nd, some of the classes bad in Arithmetic; 3rd, that the school was on the whole getting on satisfactorily, and that the head master, Pir Bakhsh, appeared to be popular with the boys; and 4th, that as one or two attempts to establish the levying of monthly fees had failed, I had made another attempt, and, with your permission, desired the head master to keep all the collections in his hands, and make use of them among the boys themselves.

19. The result of this arrangement of the fees is the following:—The amounts collected the first two or three months were Rs. 5 and 6, and at length got up, at the close of the year, to as high as Rs. 8 a month; after paying away Rs. 5 every month in scholarships, and a few rupees in jumping poles, weights, &c., there was a balance in hand on the 31st of March of Rs. 19-13; with this sum I hope to commence the erection of a small gymnasium, to which additions will be made according as fees are received from the students.

20. The following is extracted from the remarks of the Deputy Commissioner of Kohat, made on the occasion of the distribution of prizes in March last:—

"I consider the head master, Pir Bakhsh, a most deserving man, and he apparently takes great trouble with his school, and is well spoken of by the native community."

21. The Abbottabad English school has—

Abbottabad English school.	In the middle department a 3rd class with 4 students.
Ditto	4th " 4 "

Total

In the lower department a 1st class with 13 students.

Ditto	2nd " 9 "
Ditto	3rd " 24 "
Total	46 "

Or a grand total of 54 students at the end of the year, or 9 less than the number for the previous year.

22. Great changes have taken place in the staff of teachers during the year. Kauli Singh, the head master, was succeeded by Uma Shankar, head master of the Jagadhri school. Salig Ram, the 2nd teacher, not having given satisfaction, was told he would have to give way to another; but before that other arrived, Salig Ram left the school for another appointment that he managed to secure for himself.

23. As, according to the new scheme of studies, there were only two regular English classes at the time of his departure, I suggested to you not to fill his place, as there was really nothing for a second English teacher to do. What few boys there were in the lower school, who were unwilling to give up their

English, I desired one of the vernacular teachers, who knew a little English, to attend to for, an hour a-day. But he also left his post in this school to take charge of another in the Rawal Pindi Circle at the particular request of the Inspector of the Rawal Pindi Circle.

24. Before any steps are taken to re-arrange the school staff, both English and vernacular, I wish to state that I think the sanctioned expenditure of upwards of Rs. 150 per mensem is far too much, and the former staff of teachers too large for the present, or, as far as can be judged, for the future requirements of the school.

25. The English schools at Rajanpur and Kohat are both working on a far smaller expenditure, though they are each of them larger than the Abbottabad one. Nor are there much prospects of there ever being a very thriving school in Abbottabad, seeing there is no city but only a bazaar and a couple of Regiments to furnish the students.

26. I am of opinion that an English teacher* on Rs. 50, a vernacular one on Rs. 25, and a third to assist in teaching both English and the vernacular on Rs. 15 per mensem, will be amply sufficient for the requirements of the school for many a day to come; and this would incur an expenditure of Rs. 90 per mensem.

27. I have been allowed by you to appropriate the school fees, the levying of which was commenced here during the year, to the use of the school, as is done at Kohat. This plan will be carried out from the 1st month of the new year.

28. The lower department of this school has not yet been maintained on the grant-in-aid principle, but I hope it will before long.

29. The Peshawar Mission (city) school had at the close of—

Peshawar Mission (city) school.		On the rolls.	Daily average attendance.	Learning English.
1867-68	...	201	132	109
1868-69	...	255	204	212
Showing an increase of		54	72	103

30. After the closing of the Government English school at Peshawar in April 1868, 85 students who attended it joined the Mission one, which accounts for the great increase in the number of English-learning students, but the excess of the number on the past year's rolls over that of the preceding one being less than the number of boys who went over from the Government school, shows that without this addition there would have been rather a decrease on the rolls at the end of the year under review.

31. I am told by the Manager, Mr. Ridley, that the baptism of two of the scholars not long ago had the effect of frightening away others† from the school, but he seemed to think that the little harm caused by the affair would be only temporary.‡

32. On my examination of the school in October last, which I reported to be on the whole very satisfactory, I made the following ~~few~~ remarks:— That the number on the rolls for that month was 263; that the Missionaries, Messrs. Ridley and Wade, gave up two hours a-day to teaching, besides the time engaged in supervision; that 90 students of the late Peshawar Government school had joined this one; and lastly, that only 8 students came in from the district.

33. Since then, the school has lost for a while the services of the Reverend Mr. Wade, who has gone to Europe on leave.

* Unless there should appear to be a better prospect of a fair attendance in the middle school, it will not be worth while to employ an English teacher here at all. The neighbouring town of Haripur would perhaps be a more favorable locality for an English school.—W. R. M. HOLROYD, Director P. F. P.

† 41 Students from the main school, and 17 from one of the branches, are said to have left in consequence, but 25 of them have already returned.

‡ The Manager, in his note on this subject, received since the above was written, observes that the teachers did not manifest any feeling at the time; a little excitement has been observed since among the Muhammadan teachers.

34. The classification of the whole school is as follows:—

Classification.	Higher department, 1st class, 4 students.
	3rd " 2
Middle "	1st " 17
	2nd " 21
	3rd " 16
	4th " 20
Lower	1st " 24
	2nd " 37
	3rd " 21
	4th " 70

and a class of 23 boys not counted in the general scheme.

35. The Peshawar Mission cantonment school, which, along with the branches, are under the management of the Reverend Mr. Ridley, had, on its rolls, at the end of March 1869, 112 names, with an average daily attendance of 84, compared with 101 and 61 for the year before.

Peshawar Mission cantonment school.

36. At my last visit here, the 3rd class was the highest, containing three scholars, who were reading the English Course for the Calcutta Entrance Examination, which book, I remarked at the time, I thought was too difficult for them. The old classification is still kept up here.

Examination of schools.

37. The branch schools are now five in number, but with only 183 registered students, whereas in the four that existed the previous year there were 195. There is an increase, however, of 30 in the average daily attendance. A few boys are learning English in these schools; but it is hoped that this study will be stopt altogether in them before long.

Mission branch schools.

38. Before I leave off writing on the educational operations of the Mission in Peshawar, I may as well mention here the progress of the Female school there, as it is the only Female school now in existence on the Frontier. It commenced receiving a Government grant of Rs. 30 per mensem at the beginning of the year, and had 54 names, all Muhammadans, on the register in March last, and an average daily attendance of 27.

Female school.

39. I am not allowed to see it, but the following accounts have been furnished me by Mr. and Mrs. Ridley.

Mrs. Ridley's account of Female school.

Mrs. Ridley says—

"When I last wrote, I hoped to have given an account of a second girls' school this year in Peshawar. Indeed I had taken a house near the Gur Kattri for the purpose of establishing one, but the death of my principal teacher last October has prevented my carrying out the intention, for up to the present time I have found no one capable of supplying her place, and have thought it wiser to concentrate the strength I have on the school."

"In spite of the difficulties in consequence of the death of the Mulani, the average attendance has nearly doubled. In March 1868 the average attendance was 26, in April 20, and now it has risen to 40. Indeed the room is now so full that it has been found necessary to buy a piece of ground close to the old school, and build a new one, which will, I hope, be ready for use in about a fortnight. One of the pupils, who has become a teacher lately, and who I hope will have influence in the school, is the wife of a Shahzada; her daughter is a pupil there as well. I think the progress on the whole during the year has been satisfactory. The older girls read, and take pleasure in understanding what they read; they are learning to write, and are doing addition sums. In addition to the girls' school, three young girls in a Qazi's zanaana are learning to read and write; it is in vain to hope to get such girls, unless they are very near to come to a girls' school."

"I send one of the monitresses daily to teach them, and go myself always once a week, and sometimes oftener; last week in another Qazi's house."

"The greatest drawback is the want of good teachers, and I think the introduction of trained teachers from other places would, in the present state of things here, fail in obtaining the confidence of the people."

40. Also Mr. Ridley says—

Mr. Ridley's letter on girls' school. "In the girls' school the 1st class read Persian and Urdu. In the two lower classes some read only Persian, but most both languages. They have lately asked to be taught English, but Mrs. Ridley does not encourage this."

"The books read are as follows:—

Urdu, Tahsil-ul-talim, Panjab, Sihgh, Urdu Scripture History and the New Testament. Persian, Karima, Gulistan, and New Testament. All are learning to write, and some can already write from dictation."

"The 1st class girls can do addition sums, and many of the little ones have made considerable progress in numeration, can write figures down as far as hundreds of thousands; some are learning the multiplication table."

41. I think that the fear, entertained by Mrs. Ridley, of the people not being favorably disposed towards a teacher from another part of the country, would after a short trial be likely to vanish; as the confidence of the people, which Mrs. Ridley has gained for herself, would doubtless soon be also secured for any teacher, no matter where she came from, that

Mrs. Ridley's fear of strange teachers.

the people saw was fully approved of by Mrs. Ridley; provided of course that there were no religious prejudices in the way, which could be easily taken care of, since the whole school is composed of Muhammadans.

42. Mr. Ridley writes thus regarding a scene that took place at the building of the

The building of the Female girls' school-house referred to by Mrs. Ridley:—
school obstructed.

"Again the Female school has been in a state of ferment. The number so increased that a larger and better school-building was necessary. I therefore purchased some ground adjoining the present school, and have been pushing forward the building vigorously. The neighbours took alarm, imagining that such work meant something very dreadful to their well-being, and hence they as vigorously set to work to impede it. They succeeded so far as to induce the Judge of the Small Cause Court to issue an order for the stoppage of work for one month. This emboldened the people; and though during the month nothing transpired to justify the claims of those who contended that the man who sold me the ground did so without legal right, still they would not yield, though the law was against them.

"Last Saturday a man armed to the teeth dared any of the many men I have employed to proceed with the building, and on riding down I found them in the road afraid to venture on this work. By a little stratagem I however suddenly seized the fellow, disarmed him, and sent him to prison. These disturbances have frightened some of the girls very much. At one time the teachers said they must give up their posts, they were so threatened. I quite expected the whole school would have been broken up, at least for a time, but matters are now mending."

43. The Bannu Mission school had at the end of—

Bannu Mission school.	On rolls.	Average daily attendance.
1867-68 ...	... 105	66
And at the end of 1868-69 ...	... 97	76

showing a decrease on the rolls and increase in the attendance of 8 and 10 respectively.

44. There is still the old classification here, consisting of the 8th, 9th, and 10th regular classes; and one other of 14 Bannuchi boys, all these

Old classification.

latter being mere beginners. In my report on the last examination of the school, I remarked that some improvements had taken place; the classification had become more regular; the Arithmetic of some of the classes, that had been noticed on a previous occasion as being bad, was decidedly improved; and the English staff had been increased by the appointment of a 2nd teacher.

45. The number on the rolls of the Dera Ismail Khan Mission school increased during the year from 196 to 223, and the average daily attendance for the whole year was 186. It is so lately since I sent up

Dera Ismail Khan Mission school.

my report on the last examination of this school, that it is needless to refer to it again: the old classification I found still in existence here also, consisting of 4th to the 10th regular classes; a Hindi class of 20 boys and a class of about 60 others, some commencing the letters of the alphabet, others able to read a few words from the 'Tahsil-ul-t'alm.

46. At the last middle school examination, 5 students out of 7 qualified themselves for the higher department, three of them gaining certificates, and

Middle school examination.

two of them being awarded special prizes in Arithmetic.

47. The branches attached to this school are 4 in number, containing altogether 159 boys, with an average daily attendance of 96,

Branch schools.

48. Three of these schools were in existence at the end of 1867, but had to be closed from want of funds; and a grant having been obtained in January last, they were again re-opened, and a 4th school was established at the same time.

Branches closed during the year.

49. The Mission schools at Dera Ismail Khan and Bannu are under the management of the Reverend D. Brodie, and the Reverend R. Bateman,

Managers.

the latter of whom, as I mentioned in my last report on the Dera Ismail Khan school, spends 3 hours daily in teaching, besides 2 hours in general supervision.

50. Mr. Brodie in a letter to me in January last, drew my attention to the great disadvantage under which Mission schools in comparison to Government schools (meaning of course the vernacular ones) lie in having

Delay in rewards to Mission school.

to make formal applications for reward grants, thereby entailing a great loss of time in rewarding the boys, and by this lose much of the effect of the reward on them.

51. In the instances to which the Manager alluded, the delay must have been unavoidable, as sanction for a reward grant has been obtained in so short a time as three weeks after forwarding the applications.

The above delays unavoidable.

52. The following extract, on the Dera Ismail Khan Mission school, is from the Deputy Commissioner's report on Mission school. Annual Report of the Deputy Commissioner on the schools in the Dera Ismail Khan District :—

"The Mission school at Dera Ismail Khan, closely superintended by the Revd. Messrs. Brodie and Bateman, and attended daily by more than 200 boys, is a nucleus from which we may reasonably expect much good to ramify throughout the district in a few years. I attended the Lord Bishop of Calcutta and the Financial Commissioner of the Panjab at examinations of this school in November and December last, and it was gratifying to find both these high dignitaries express their satisfaction with all they saw."

53. The Aided school at Mardan in Yusufzai, Peshawar District, belonging to the Guide Corps, has not improved during the year. The number on the rolls is 10 less than that of the previous year. When I visited the school last I found that the former English teacher, Bishambar Nath, had been transferred on promotion, and his place filled by a man sent from the Peshawar Mission school; that two of the most advanced boys had left; and that many of those who were examined were fair in English; but that the school was not going on as well as could be wished or might be expected.

Mardan English school.

The English students were receiving no regular instruction in Persian or Urdu, and the attainments of those in the vernacular department were very limited indeed, and hardly any two boys were in the same class.*

54. The English school at Rajanpur, Dera Gazi Khan District, has not been entered down in the statements of Aided schools of the middle class. When I visited it in February last, there were 3 classes, 1st, 2nd, and 4th, of the middle department, containing 2, 6, and 3 students respectively; the 1st, 2nd, 3rd classes, lower department, with 4, 10, and 32 boys; and a Hindi department containing 30, making in all a total of 87 names on the rolls, with a very good average attendance for the month before of 77.

Rajanpur English school.

55. The examination given was fair, but that given by the 2 boys of the 1st class is not entirely the results of their tuition in this school, as they had, till a short time before my visit, been reading at Dera Gazi Khan.

Examination of the school.

56. The two Normal schools in this circle are at Peshawar and Dera Ismail Khan; the former educating vernacular teachers for the Peshawar and Kohat Districts; the latter for Dera Ismail Khan, Dera Gazi Khan, and Bannu.

Two Normal schools.

57. At the examination of the elementary classes, held in April, 6 candidates competed at Peshawar, and all failed; this, I remarked at the time, I supposed to be owing to the insufficiency of the staff of teachers, there being only one teacher for the whole school; and soon after sanction was obtained for the appointment of a 2nd one. Seven candidates competed at Dera Ismail Khan, and 3 of these obtained elementary certificates. In October, 2 men of the Peshawar school competed for, and both of them obtained Normal school certificates of a low grade; 7 men from each school gave the elementary examination in that same month, at which 6 gained elementary certificates at Peshawar, and 5 at Dera Ismail Khan.

Examination of elementary classes.

58. The number of vernacular town schools has increased by one, the addition being made by the raising of the village school at Muzaffargarh.

Vernacular town schools.

59. The statistics of the Kotadu (Muzaffargarh District) town school is almost the same as it was last year; and there is nothing more to be said about it, than that the praise heretofore bestowed on it is merited by it still.

Kotadu town school.

60. The Aided town school at Jampur, Dera Gazi Khan District, has 170 names on the register, against 104 for the year before. This difference has not been made by any increase in the regular classes, but by the opening of a Hindi class.

Jampur Aided town school.

* Arrangements are being made to try and get the school into better order than it is in.

61. The classification here is as high as that at Kotadu, but the instruction imparted Jampur and Kotadu town is not nearly as good as in the latter; and certainly the Kotadu schools compared. school is far more popular among the inhabitants than the Jampur one is.

62. There were 146 Government and Aided village schools at the end of the year 146 Village schools in the under review, against 179 for the previous one. The reductions, circle. which were made chiefly in the Muzaffargarh and Bannu Districts, will, together with the effects produced in the attendance, be referred to further on under the different districts.

63. As a proof of the general progress made in this class of schools during the Progress made by the village year, it may be here stated that one, that of Muzaffargarh, which schools. has been already mentioned, is ranked as a town school; another in the same district, one in Bannu, and two in Dera Gazi Khan, have been recommended for admission into the town grade, and an application will soon be going up for the transfer of two in the Dera Ismail Khan District from the village to the town grade.

64. In the Peshawar* District there are 36 schools with an aggregate of 705 names on the rolls, and average daily attendance of 561 for this year, against Peshawar village schools. 41 schools, 812 names on the rolls, and average attendance of 619 for the year before, showing a reduction of 5 schools, and 107 and 58 names on the rolls and average attendance respectively. The classification is just the same as it was last year.

65. Pashtu is studied in some of the schools, the books read in that language being the Tahsil-ul-t'alim, Nis-ah-Afghani, and S'adat Nama; a number Study of Pashtu. of copies of the first part of the Arithmetic used in village schools, translated into Pashtu, have also been distributed during the year; but I am sorry to say that the Urdu Grammar,† which has been translated into the language, was not received up to the end of March last from the Jail Press at Peshawar, where it was sent to be printed about two years ago. The number of Muhammadans in these village schools to that of Hindus is as five to one nearly.

66. For Kohat‡ the statement is as follows:—

Kohat village schools.	No. of schools.	No. on rolls.	Average attendance.
For end of 1867-68 ...	7	172	173
Ditto 1868-69 ...	6	146	137
Or a decrease in every item of 1		26	36

67. This is owing to the school, containing 80 students, in the city of Kohat, having Transfer of Kohat English been transferred from the village to the zil' class, so that there is school to zil' class. really an increase on the rolls of the six village schools.

68. The general state of education in this district is very low. The 4th class with State of education very low. 3 Boys is set down in the March returns of the year as being the highest, but the classification is very nominal, as in many of the schools little else than Persian is learnt, and in some cases Urdu and Pashtu. Nor do I think any advantage would be derived for some time longer in insisting on a more strict adherence to the Government scheme of studies.

69. Bannu District; comparative statement—

Bannu District village schools.	No. schools.	No. on rolls.	Average attendance.
For the year 1867-68	27	768	639
Do. 1868-69	15	474	404
Showing a decrease of	12	294	235

These 12 schools were closed towards the end of the year, so that there was scarcely any time for those that were left open to recover any portion of the large number of lost students.

* Deputy Commissioner's annual report not received.

† Information of the book being ready for distribution and couple of specimen copies have been received into this office since April.

‡ Deputy Commissioner's annual report not received.

70. For the year 1867-68 there are set down in the annual returns 3 boys as being in the 2nd class,
 Classification of two past years. 14 boys in the 3rd do,
 26 do. 4th do,
 and for the year 1868-69, the above classes contained 0, 4, and 23 respectively.

71 The following are extracts from the report forwarded by the Deputy Commissioner:—
 Extract from Deputy Commissioner's report

"Touching the Normal school question of 3 scholars being sent to Lahore, I do not quite agree with Mr. Thorburn's terms expressed in his letter about them not returning (11th Dec. 22, January 20th, to your address), and I am making arrangements for a suitable selection of three of the most apt to be sent there. Their friends will thoroughly understand (as also will I) that they themselves do the same) that the object in sending them there is that they should devote their acquired talents to their own district proper, and that it is for this sole reason, viz., the general benefit of the schools in these parts that they are to be so well educated, and under such a generous maintenance.

"Two new school houses have been built during the year

Mina Khan

Rs. 500

Kalabagh

Rs. 400

All the schools in the district have been visited by yourself during the year

"I have also visited that of Mirwah and Kalabagh. Mr. Priestley has visited the schools in his district, and took special pains with all of them.

"I will endeavour myself this year to supervise these schools more carefully than I have done, and if we all work willingly in the same boat *much good* must result.

"Qazi Alla Bakhsh I have watched closely. I think him an honest man, well fitted for his position. I also consider him impartial in the performance of his duties, he has made 5 circuits in the year under report, and I consider merits favorable notice, and I have rewarded him with a money present of forty rupees.

"The three talukdars of Lakki, Lakhail,* and Mirwah have rendered assistance to the furtherance of the schooling generally in their districts. You were kind enough last year to give them rewards,† and asked me what they should consist of, and in reply I suggested talwars, embossed at Chaprat, with names in gold letters on the blade, at an average cost of Rs. 50, to which extent you said you would go for each.

"These talwars have not yet reached me for distribution.

"I am keeping my eye on a few of the more promising lads from the schools in this district with a view to giving them employment in my office, and also in that of the talukdars, thanas, &c.

"I have called in three or four to learn their work in this office. They will receive Rs. 7 per mensem from savings while so employed, and thus will be fit for vacancies as they occur.

"In conclusion I would add, my thanks are due to Mr. Thorburn (lately gone to England), who on two or three occasions in my absence carried on my duties here, and who took pains in all school questions.

72 Dera Ismail Khan, comparative statement -

Dera Ismail Khan Village schools	No. of schools.	No. on rolls	Average attendance.
For the year 1867-68	30	1212	984
Ditto 1868-69	27	1225	1242
Showing a difference of	- 3	+ 13	+ 258

73 As I remarked in my district report, sent up not long ago, I was unable, owing to the state of the roads from rains, to visit many of the schools here before the close of the year; but some of those that I had not inspected were visited during the year by the Assistant Commissioner, and also by the Deputy Commissioner, extracts from whose report on the district I give here.

"Notwithstanding the reduction of 3 schools, the aggregate attendance at the existing schools has not diminished, thus showing a slight increase of attendance.

1867-68.		1868-69	
No. of schools	30	No. of schools	27
No. of scholars	1222	No. of scholars	1225

"The proportion of different castes or religions is as follows -

Hindus (mixed)	738
Muhammadians	479
Sikhs	
Total	1225

and of these, 366 boys are returned as sons of agriculturists, who are chiefly Muhammadians.

"No new school houses have been built, and the amount expended in repairs to existing buildings is Rs. 370.

"Books to the number of 1073 have been disposed of, the realizations by sales being Rs. 221.

* In the list of talukdars sent in last year, by the Deputy Commissioner, talukdar of Lakhail was not mentioned. D. W. THOMPSON, Inspector of Schools.

† The talukdars in the Bannu District were selected by the Deputy Commissioner and not by the Inspector of Schools. D. W. THOMPSON, Inspector of Schools.

‡ Most of these were inspected after the 1st April 1869.

"Speaking generally as regards the whole district, it may be stated that the schools in the Cis-Indus parganahs of Bakkar and Leia are the most flourishing."

"During the year, I have myself examined the schools of Paniala, Paharpur, and Dera Fatteli Khan, Trans-Indus; and those of Bakkar, Notak, Leia, Warasiran, Karor, Kot Sultan, and Nawakot, Cis-Indus."

"My opinions, expressed at length in the report on the state of education in the Bannu District for the previous year, remain unchanged. We want more concentration of effort, and a better paid staff of teachers than the present system admits of, before any remarkable or very satisfactory results can be expected."

"My opinion of the chief muharrir is not very favorable, as regards his efficiency and knowledge of the state of the schools under his supervision, which is by no means intimate or thorough; not a very difficult task, one would suppose, seeing he has but 27 schools to attend to (some of which are very small), and to which his whole energies should be devoted."

"Pandit Sheoran, Tahsildar of Leia, deserves commendation for the interest taken by him in the schools of his parganah, and I believe much of their superiority to other district schools is attributable to his continued exertions in imitation of the efforts of his predecessor, Pandit Ralha Kishn, now Tahsildar of Dera Ismail Khan."

74. The chief muharrir has certainly done his duties well in visiting the schools, as the school visitors' books show, and if his knowledge of the state of them is not as thorough and intimate as a chief muharrir's ought to be, it must only be accounted for by the supposition that he has not got a taste for this business; I have certainly remarked that his manner towards the teachers, though far from being any thing wrong, is not such as would conciliate them, or render them favorably disposed towards him.*

75. Dera Gazi Khan District; comparative statement—

D. G. Khan Village schools.	No. of schools.	No. on rolls.	Average attendance.
For the year 1867-68 ..	38	1182	824
Ditto 1868-69 ..	41	1354	1203
Showing an increase of		172	419

76. There is also a rise in the classification, viz., number of students—

Improvement in classification.	1st class.	2nd class.	3rd class.	4th class.
At the end of 1867-68				19
Ditto of 1868-69				32

77. I give in full the report of the Deputy Commissioner on the schools of the district:—

Deputy Commr.'s report.

"I find that during the past year, 1 town school and 38 village schools were opened. In the former 170 names were entered on the roll, and an average daily attendance of 132 appears, showing a slight increase on the previous year."

"This is also noticeable with respect to the village schools, viz., 1354 boys against 1182. Two village schools, viz., those at Hairu and Choti have progressed sufficiently to become town schools during the present year, and 4 new village schools have been opened; the attendance at two of these is, however, shown to be only 10 boys in one case, and 7 in another, and the measure appears to have been rather premature."

"Having only lately arrived in the district, and not been able to examine any of the schools in it, I am unable to offer any observations on the general state of education. This is, however, not of much consequence, as the district appears to have been lately visited by the Inspector of the Frontier Circle, Mr. Thompson."

"The chief muharrir appears intelligent, and is well spoken of."

78. I have recommended two of the village schools here to be raised to the town grade. One of them, that at Choti, has not quite fulfilled all the required conditions, but the other, at Hairu Gharbi, is a first rate town school, with 64 names on the register; classes from 1st to the 8th; 6 students in the first three, 17 in the next three, and the remainder in the 7th and 8th classes.

79. Muzaffargarh village schools; comparative statement—

Muzaffargarh Village schools.	No. of schools.	No. on rolls.	Average attendance.
At the end of 1867-68	34	805	639
Ditto 1868-69	19	690	602
Showing decrease of	15	115	37

80. The reduction in the number of schools took place early in the year, and since then the attendance in those left open has risen to within 5 of the number that was in all the schools before the reduction took place; for 110 names out of the 115 shown above have been only transferred from the rolls of the village to those of the town schools by the raising of the Muzaffargarh school to the town grade.

* If he is not thoroughly acquainted with the condition of the schools, he has certainly neglected his duties, and considering the small number of schools, his conduct admits of no excuse.—W. R. M. HOLROYDE, Director P. I. P.

81. The following remarks are taken from the Deputy Commissioner's report :—
Deputy Commissioner's report.

"There are no female schools in existence in this district, the attempt to introduce them having proved a failure.

"Rupees 356-1-7, on account of savings from the salaries of establishment, has been credited to the 1 per cent. educational fund between the months of April 1868 and March 1869.

"School-houses have been repaired in the district at a cost of Rs. 200.

"During the year, the Commissioner, Colonel J. M. Cripps, visited the Muzaffargarh school in company of the Deputy Commissioner; and a few of the schools in the Muzaffargarh and Kotadu parganahs were inspected by Deputy Commissioner whilst on his tour.

"The Inspector of Schools, Frontier Circle, inspected 21 schools in the district during his annual tour, and distributed Rs. 157-13 in cash, and books to the value of Rs. 118.

"Rajah Ram, chief muharrir, has made 3 tours of inspection during the year, and once accompanied the Inspector of Schools on his inspecting tour through the district."

82. In the Hazara* district there are only 2 village schools, and these are supported entirely from the imperial revenue.
Hazara Village schools.

83. One of them, at Mansira, I recommended to be closed, as it was not doing at all well, but the District Authorities ruled that it should not be shut up, but a better teacher provided, which will be done as soon as opportunity offers. There were, when I visited it last, 17 names on the register and 9 boys present, all of whom were reading Urdu and Persian books according to their classes, but very little had been studied in these, and nothing of History or Geography. The returns for March show a roll number of 14, and average daily attendance of 12.
Mansira Village school.

84. The Harripur school closed the year with 58 names on the rolls and an average daily attendance of 42. It is provided with an efficient teacher, a certificated man from the Rawal Pindi Normal school, and is in a fair way of getting on very well, but it ought to have a 2nd teacher and a better school-house.
Harripur Village school.

85. The two Jail schools in the district are one at Peshawar and the other at Dera Ismail Khan.
Two Jail schools.

86. The former had 40 on its rolls last March against 62 for the March before. Nothing however can be gathered from these numbers, for, as I remarked in one of my reports on an inspection of it, the same scholars were very seldom examined twice there, owing to their being transferred to other jails. At my visit in October last, I found only one man present of those who were examined in the April before.
Peshawar Jail school.

87. At Dera Ismail Khan, the returns of the Jail school for March 1868 and March 1869 show 21 and 15 respectively. This latter number shows only the men in the regular classes, besides which there are about 60 or 70 learning the letters of the alphabet. I held an inspection there in the end of March last, the remarks on which I give now in full, as I did not forward them to you before :—
Dera Ismail Khan Jail school.

"Inspected the Jail school on the 27th March 1869, and found 16 names on the register. There are four men reading the Persian Bostan and Lusha-i-Urdu. They have also learnt Arithmetic as far as simple addition, but only one worked a sum in that correctly; only one could write a few lines of Urdu from dictation correctly. Two men forming another class have finished, one the Nisab Afghani; the other the Nisab Zaruri; both can write the figures of Arithmetic and easy words. I have desired the teacher to form all the above into one class, and let them read the Karima, as the Bostan appears to be too difficult for those who are studying it. The 4th others are reading different parts of the Tahsil-ul-T'alim in Urdu. Besides the 16 men whose names are on the rolls, there are 60 who are learning the letters of the Persian alphabet, and of this large number 6 were able to distinguish one letter from another.

"The teacher reports that one-half of the hour-a-day allowed to the men for study is taken up by them in eating their food. Of the 16 men on the school register, only one was present at the last examination of the school, and he has made some progress during the year."

88. Female schools. There is only one of these now in the whole circle, and that is the aided one under the Mission at Peshawar, which has already been noticed. There were two in the Bannu District, but they were closed during the year.
Female schools.

89. I forward a statement of the statistics of these schools, copied from the returns furnished from the different districts, and have to observe that I can give only very little information regarding them besides what is shown in the enclosed return, and that little is not at all favorable to them.
Indigenous schools.

* Deputy Commissioner's annual report not received.

90. I spent some days while in the Muzaffargarh District doing nothing else but going about looking out for these schools in villages where I was told I should find the best of them. Except in the case of two schools, one of which I could not find entered down in the return, every where I enquired, I heard one of two stories, either that there was no mullah in the village at all, or that there was one with whom two or three lads were reading, but either the teacher or the pupils were always absent when enquired after. I tried one or two places, in the Dera Gazi Khan District also, but with the same results. The school mentioned, as not entered down in the return, was nothing more than a Government school, which had a long time before been closed, and which a dismissed teacher from another village had, by his exertions, tried to revive in order to gain a livelihood for himself from the Government. This was evidently his reason, for at my inspection of the school he applied for some pay, and when he was told he would get two or three rupees a month, he seemed to be quite disappointed, as he said he got 7 or 8 rupees when a Government teacher. Except the committing the Quran to memory, I don't think there is as much as 5 per cent. of the instruction given that is set down in the returns.

91. I now conclude with a few general remarks—

On chief muharrirs. One chief muharrir has already been mentioned. All the other chief muharrirs and the Deputy Inspector have been working satisfactorily through the year.

92. I wish very much to see in the lower classes more copies of each of the text books prescribed for them, than there are allowed at present. Of course one would suppose that each boy ought to provide himself with his own books, and if he does not, he ought to be made; but since it is known that they can't get the means from their parents or guardians to buy them, and even if they had each their own books, they could not study at home without any help, they therefore come to school, and all try as best they can to learn out of the one, or at the most two, copies belonging to the school. I don't think it would be very expensive, and I am sure more would be done in the way of learning, if for the use of an ordinary 6th class of from 8 to 10 boys, there were 4 copies instead of one of the Panjab Singh, or the Karima, and 3 copies each of the Geography and History for the 3 or 4 classes for whom these books are prescribed, instead of the one copy that all have to make use of.

93. I have to thank most of the Deputy Commissioners* for the information contained in their reports, extracts from which have been entered down here, and which show that they do all they possibly can in visiting schools. I wish, however, that more, or I might rather say some little, help could be obtained from such natives as tahsildars and their naibs, thanedars, and those so-called raises which are to be met with everywhere. There are two tahsildars, Pandit Shoo Ram, at present at Leis, and Sheikh Fazl Din at Jampur (there is a new tahsildar, Ghulam Murtaza, formerly of Multan, just come into a district of the Frontier Circle, who appears to be making a great stir in the schools near him, who act as if they really gave some thought towards their schools, and towards education in general; but with these exceptions all that I hear during my tour, of such men as tahsildars, of whom there are 20 in the circle, naibs, &c., in connection with schools, is the very officious manner in which they try (and are often successful) to fill subordinate posts, either in schools or in other departments with their own relatives and parasites, in preference to choosing the advanced students of a school, or those young men who have given up studying, and are lying idle at home, and looking out for some way of earning their bread.

94. I attach a list of names of natives to be rewarded with certificates or otherwise; most of these have been chosen by myself. Some of them, however, the Bannu Tahsildar for instance, were mentioned on a former occasion; but not having received the rewards recommended for them, they are brought forward again (*vide* Deputy Commissioner of Bannu's report).

D. W. THOMPSON,

Offg. Inspector of Schools, Frontier Circle.

* Those whose reports have been received.

Report on the Bengal Military Normal School for Army School Mistresses.

From CAPTAIN W. R. M. HOLROYD, Director of Public Instruction, Panjab, to the Military Secretary to Government, Panjab, No. 28, dated 2nd August 1869.

I have the honor to submit, in original, for the consideration and orders of Government, a report by Captain Dunn, Superintendent of Army Schools, on the Bengal Military Normal School for Army School Mistresses, for the year 1868-69.

2. At the close of the previous year there were nine students under instruction, and eight have since joined; seven students have completed their course; of these four have obtained appointments; two of somewhat inferior capacity succeeded in qualifying themselves as Infant school mistresses, but have not yet been provided with employments. At the end of the year under report there were eight students in the institution.

3. Mrs. Vice, the head mistress, and her assistant, Miss Parsons, have performed their duties with zeal and energy, and the conduct of the students has been satisfactory.

4. It appears from Captain Dunn's report that the school may very probably be closed, and in this case it will be advisable, as suggested by that officer, to send persons whom it is proposed to appoint as Army school mistresses to the Lawrence Asylum, in order that they may receive some professional training in the girls' school at that institution.

From CAPTAIN T. W. DUNN, Superintendent of Army Schools, to the Director of Public Instruction, Panjab, No. 44—N. S., dated 30th June 1869.

I have the honor to submit, for the information of the Panjab Government, the usual annual report of the Bengal Military Normal School for Army School Mistresses, for the official year 1868-69. I should have submitted it earlier, but returned from my tour of inspection of Army schools only on the 24th instant.

1. At the close of the official year 1867-68, there were nine students under instruction, and

* Mrs. Goodwin to 90th Regiment.
" Cole " 38th "
" Johnston " 100th "
" Forristal " 1--19th "

eight have been since admitted. Of these, seven completed their course during the year, but four only were appointed to schools.* Two qualified as Infant school mistresses only, and as yet appointments for these have not been found; one was appointed acting school mistress to a Depot school; but owing to a some-

what unfavorable report made by the head master, girls' school at Sanawar, as to her conduct and progress, while teaching in that institution, her recommendation for the grade of trained school mistress has been deferred. She has, however, given satisfaction in the discharge of the duties of the acting post, and her name will be shortly submitted for appointment as trained school mistress.

2. Two students left after a short residence. In the case of one, her attendance had been so irregular during her term of probation, that there seemed little chance of her making the requisite progress, and her name was therefore removed. The other, a promising unmarried student, was removed by her step-father for objects of his own.

3. There are at the close of the year 1868-69 eight students under instruction, and one shortly to be admitted, since joined. It has been found necessary to place a restriction upon the admission of persons of parentage not purely European, on account of the few appointments for which these are eligible (appointments, that is, other than that of school mistress to British Regiments). The Council of Military Education have likewise intimated that there is great difficulty in providing school mistresses of the Roman Catholic persuasion with appointments, as the rule is observed of posting school masters and school mistresses with reference to the religious tenets of the majority of the soldiers in a Regiment. These two restrictions have somewhat narrowed our field for obtaining candidates, and it has been necessary to refuse two or three on these grounds.

4. I leave Mrs. Vice's report of the conduct of the students to speak for itself. Two students, who completed the course during the past year, were persons of very limited capacity, and, as before mentioned, it was possible only to fit these for the charge of Infant schools. The others passed generally satisfactory examinations, and two, Mrs. Forristal and Mrs. Cole, I would specially mention as having made very creditable progress, and passed out satisfactorily in short periods.

5. I think it right now to mention that the question of the retention of the Normal school as an institution has been brought under the consideration of the Supreme Government by the Financial Authorities, in connection with a plan for amalgamating the Imperial and Indian Army school establishments. In England there is no school where candidates for the appointment of Army school mistresses are instructed in the ordinary branches of education; but persons already in possession of sufficient education are sent at Government expense to one of the established training schools to learn methods of teaching. In view of the probable concurrence of Government in the recommendation of the Financial Department for the discontinuance of the Normal school, I have suggested that the Lawrence Asylum should be permitted to continue the aid it has heretofore afforded, by admitting a few women qualified in the ordinary branches to practise the art of teaching in its schools under the supervision of the head master and mistress of the girls' department; and as the Reverend the Principal has expressed his concurrence in my proposal, I trust it will meet with approval, as otherwise the majority of the Infant and Industrial schools of the Army must be given to the charge of wholly untrained school mistresses, few trained persons being sent out from England.

6. In the event of this plan being adopted, I propose that six months should be laid down as the period of residence of each individual, instead of three months as at present, with the view of carrying out the objects alluded to in para. 6 of my last year's report. Details however of any new arrangements proposed to be made will of course be submitted for the approval of the Panjab Government.

7. The head mistress writes in favorable terms of the manner in which Miss Parsons has performed the duties of assistant mistress, and Mrs. Vice has herself evinced her usual energy and good management in the conduct of the institution.

8. I trust that in the probable contingency of the abolition of the Normal school, the services of these ladies (and particularly the long-continued and excellent service of Mrs. Vice) will be fully recognized by the Government.

From Mrs. C. W. VICE, Head Mistress, Bengal Military Normal School, to the Superintendent of Army Schools, No. 19, dated 29th June 1869.

In reply to your letter No. 41, dated 28th instant, requesting a report on the conduct of the assistant mistress, and of the progress and behavior of the students, I beg to say that since 31st March 1868, Miss Donaldson, Mrs. Goodwin, Mrs. Johnston, Mrs. Aldersby, Mrs. Estall, Mrs. Cole, Mrs. Forristal, and Mrs. Cox, have passed out of the institution, and on the whole given general satisfaction in every way.

The nine however now under my care are particularly studious and orderly in their conduct, although none of them, I am sorry to say, are as far advanced in their education as I could wish.

My assistant mistress, Miss Parsons, has performed her duties satisfactorily since the time she has been under me, now nearly three years.

Report on Roman Catholic Orphanage, Simla.

From CAPTAIN W. R. M. HOLROYD, *Director Public Instruction, Panjab, to the Secretary to Govt. Panjab, Military Department, No. 31, dated 8th Sept. 1869.*

I have the honor to submit a report by the Revd. Father Lawrence on the Roman Catholic Orphanage at Simla, for the year 1868-69; together with the Inspector's report on his recent examination of that institution.

2. The school contains 73 girls, whose ages vary from 2 to 18 years; 11 more, on their way to join, will raise the total number to 84, or 25 more than there were when the last report was submitted. For 48 girls subsistence allowance is paid by Government, 7 are maintained by the institution, and 18 are boarders, whom it is necessary, as explained last year, to admit for financial reasons.

3. The health of the children has been remarkably good during the year, and the progress made in their studies no less satisfactory.

4. The new school building has been completed, and additions have been made to the original plan; but a chapel and infirmary are urgently required, and funds are not at present available for either. A hope is expressed by the Revd. Father that Government may be induced to afford some aid in building the chapel, and to grant a site for the infirmary.

5. The subsistence allowance granted by Government does not go very far, and great difficulty is found in carrying on the institution, especially in times of scarcity. Its prosperous condition, notwithstanding such grievous financial difficulties, is highly creditable to all who are concerned in its management.

From FATHER LAWRENCE, *Superintendent Roman Catholic Orphanage, Simla, to CAPTAIN W. R. M. HOLROYD, Director of Public Instruction, Panjab, dated 1st July 1869.*

In compliance with your memo. No. 428 of the 23rd ultimo, I have the honor to transmit herewith the Annual Report of the Roman Catholic Orphanage at Simla, for the year 1868-69.

Annual Report of the Roman Catholic Orphanage at Simla, for the year 1868-69.

Preamble. During the period under review no event appears to have occurred in connection with the institution sufficiently worthy of special mention, but in the absence of matters of greater importance, I would submit the following, which however in their aggregate are of some moment, and therefore likely to interest the authorities.

Teachers and Superintendent. 2. There has been no change in the person or number of the Teachers. The same eight Nuns mentioned in previous reports continue charge of the rearing and education of the orphans to the present date; but the former Chaplain and Superintendent, Father Sebastian, was relieved in January last in the course of his tour of duty.

Health. 3. the inmates have enjoyed the most perfect state of health throughout the twelve months, so much so, that not only has there been no serious sickness nor casualty within the period, but that for the past six months there was even no necessity for the Doctor to visit the establishment more than once, and that was only for the purpose of inspecting the medicines supplied.

Building 4. In the last report it was mentioned, that the new building had been so far advanced as to permit its being occupied; but I am now glad to be able to state that it has since not only been completed in every respect, but that additions have been made to the original plan with a view to secure the health and comfort of its occupants. A new verandah has been added to the ground floor, nearly all round it, and a new washing room and privy have been erected and finished on what was considered a good and approved principle. The play-ground too has assumed a much better, not to say a magnificent, aspect.

Number of pupils—their increase and decrease. 5. In the course of the year 3 girls left the institution. Of these 2 were removed by their relatives, having finished the course of their education, 2 left for Agra to enter into a religious life, and one was married. There are at present 73 girls in the orphanage, whose ages vary from 2 to 18 years. Of this number 48 receive the usual allowance from Government, 7 are maintained by the institution in consequence of their being over the age up to which the Government allowance is sanctioned, and 18 are provided for by their parents or guardians as boarders for the reasons assigned in the last year's report. Besides the above mentioned number (73) now present in the institution, there are 11 children on their way up, and may be expected to arrive in the course of a few days, when the number will rise to 84, giving an increase by 26 to the number reported last year.

Internal economy. 6. According to the testimony of the Military Members of the Local Committee, and the declaration of visitors generally, the institution appears to be in a satisfactory and flourishing condition, although this is effected with the greatest difficulty on the part of the Manager on account of the Government rate of allowance for the

orphans being absolutely insufficient even to feed the children, much less to clothe them properly, to say nothing of the means to provide them with books and stationery, or to keep the building and premises in repair. The difficulty of meeting these wants has been felt to a much greater extent during the past year from the general scarcity of grain and other articles of country produce, and consequently the higher rates at which the ordinary necessities of life had and still have to be procured.

7. All that is now wanted to render the establishment complete in every way is a chapel and an infirmary. The old building temporarily utilized as a chapel is so dilapidated, that it has to be constantly patched up, to prevent it from actually tumbling down, but this state of things cannot continue long, for the place is now in such a condition, that when it rains it pours as much within as it does without its walls, and yet, for want of funds, we are unable to build a chapel. The gloomy aspect of being therefore soon left without a separate building for Divine Service and Prayers stares us in the face, unless Government comes forward to give us some aid to build a proper chapel. As regards the infirmary, it is desirable, and even recommended by His Excellency the late Viceroy, Sir John Lawrence. There is likewise no possibility of its coming into existence unless Government grants us the only spot of ground in the vicinity of the institution which is suitable for the purpose, and for which an application has recently been made to the Lieutenant Governor of the Panjab and its Dependencies.

FATHER LAWRENCE,

*Chaplain and Superintendent of the
Roman Catholic Orphanage, Simla.*

From E. WILLMOT, ESQUIRE, Inspector of Schools, Ambala Circle, to CAPTAIN W. R. M. HOLROYD, Director of Public Instruction, Panjab, No. 107, dated 20th August 1869.

I have the honor to lay before you my report of the Inspector's examination of the Roman Catholic Orphanage at Chhota Chelsea, Simla.

2. The institution educates 73 girls; this number is greater by 7 than when I last examined the school.

3. There are five classes; but as a few of the forwardest girls have left in the course of the year, there is now no first class.

Five classes.
No 1st class.

In the 2nd class are	9 girls.
3rd "	6 "
4th "	14 "
5th "	15 "
6th "	29 infants.

4. The girls of the 2nd class read an article in a newspaper very clearly and intelligently, answering questions about the phrases and allusions in it very well indeed. They also worked practice sums speedily and correctly, knew the outlines of English Grammar, Abridged Old Testament History, English History up to the end of James I, and the Geography of Europe and Asia. They wrote a good dictation, and two girls sent up very sensible themes on "What we do with ourselves in the rains."

The 2nd class.

5. The third class, which is apparently taught along with the second, was examined in the same subjects, and found somewhat less forward in all the studies.

The 3rd class.

6. The fourth class read very well, and spelt capitally, the girls generally worked long division (simple) correctly, and answered questions about the parts of speech and the general divisions of the world very satisfactorily. They also knew the outlines of Scripture History from the time of Adam to that of Moses.

The 4th class.

7. The little girls of this class can read and spell easy words. They also knew their tables, and can add (say) 16 to 45 in their heads.

The 5th class.

8. These are mere beginners.

The 6th class.

9. I consider now, as last year, the state of the Orphanage very creditable to all engaged in the tuition of the girls.

From the Officiating Deputy Secretary to the Govt. of India, Military Dept., to the Secretary to Govt. Panjab, Military Dept., No. 407, dated 20th October 1869.

In acknowledging the receipt of your letter No. 386, dated 27th September 1869, I am directed to express the satisfaction of the Government of India at the very favorable report of the Roman Catholic Institution at Simla, for the year 1868-69.

No. 3398, dated 25th October 1869.

Endorsed by the Government, Panjab, Military Department.

Copy forwarded to the Director of Public Instruction, Panjab, with reference to his No. 31, dated 8th ultimo, and for communication to the Superintendent, Roman Catholic Institution.

STATEMENTS.

(Imperial Return).

EDUCATION B. I.

THE UNIVERSITY.

Result of the Examination of the University of Calcutta, as regards the Panjab, for the year 1868-69.

NATURE OF EXAMINATION.	No. of affiliated colleges.	No. of their students.	No. of candidates.	Average age.	Educated in		Religion.				Passed.			Net cost to State.
					Government schools.	Private schools.	Christians.	Hindus.	Mulamaelans.	Others.	First division.	Second division.	Third division.	
Entrance Examination	3	80	a 74	18	37	37	6	59	9	...	3	16	16	1,597 10
First Examination in Arts			b 8	20	8	...	1	7	...	...	1	...	3	3,726 15
B. A. Examination			1	21	1	...	...	1	...	...	...	1	...	913 2
M. A. ditto.														
B. L. ditto.														
L. L. ditto.														
L. M. S. First Examination.														
L. M. S. Second Examination.														
B. M. Examination.														
M. D. Examination.														
Total	3	80	83	20	46	37	7	67	9	...	4	17	19	6,237 12

a Excluding 1 private student and 3 teachers.
b Excluding 3 teachers.

(Imperial Return).

EDUC

General Statement of Educational Institutions

	1	2	3	4	5	6	7	8	9	10
CLASS OF INSTITUTION.	GOVERNMENT INSTITUTIONS.									
	Number.	No. of students on the rolls.	Average attendance daily.	Average age.	Teachers.		Income.			
					Christians.	Others.	Public Funds.	Educational Cess Fund.	Fees.	Total.
<i>Colleges.</i>										
Arts	2	63	34	...	4	3	39,765 12 7	...	898 8 0	40,064 4
<i>Schools.</i>										
Higher	7	1,068	925	14	10	60	66,480 5 6	4,486 15 0	4,722 15 4	75,690 :
Middle	94	9,918	8,361	12	9	272	80,523 14 9	15,621 4 2	5,172 10 6	1,01,317 17
Lower	1,488	56,482	47,788	17	1	1,585	27,160 5 11	1,37,914 10 8	4,676 9 10	1,69,781 11
<i>Girls' Schools.</i>										
Higher	...	...	...	...	...	...	...	...	...	...
Middle	...	...	...	...	...	...	...	...	...	...
Lower a	206	4,448	4,031	8	...	210	3,606 8 1	9,454 8 5	...	13,061 1
<i>Normal Schools.</i>										
For Masters	8	255	198	23	2	23	15,512 41 8	15,409 15 3	9 0 0	30,931 11
For Mistresses	...	...	...	...	...	...	...	...	...	...
Total	1,805	72,234	61,337	...	26	2,153	2,33,049 10 6	1,82,917 5 6	15,470 11 8	4,31,446 11

a Village schools and Jail schools.

TION B. II.

the Province of the Punjab in the year 1868-69.

11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						
PRIVATE INSTITUTIONS, AIDED AND UNAIDED.																							
No. of persons instructed in			Class.					Average attendance daily.	Income.			No. of persons instructed in			Grand total, schools.	Grand total, average attendance.	Proportion of attendance to population.						
English.	Vernacular.	General.	General.	Hindus.	Muhammadans.	Christians.	Total.		From endowments.	From fees.	From Government grant.	English.	Vernacular.	General.									
61	63	63	1	...	...	...	1	8	2,539	6	0	31	5	6	2,265	0	0	17	17	17	3	42	0002
922	1,068	1,068	8	...	...	1	9	1,562	31,347	13	4	7,863	2	4	29,700	12	10	1,751	1,995	1,995	16	2,487	01
2,221	9,918	9,918	35	2	...	3	40	2,709	47,040	10	3	5,846	13	6	52,706	11	6	2,090	3,631	3,631	134	11,070	06
571	56,482	56,482	162	...	...	1	163	7,062	24,295	1	8	3,669	15	6	17,388	7	3	2,167	9,069	9,069	1,631	54,850	03
...
153	4,448	4,448	37	289	184	6	516	10,415	30,488	9	2	7,840	0	6	35,612	15	6	190	13,010	13,010	722	14,446	08
39	255	255	1	...	...	...	1	15	2,881	2	6	...	...	...	1,800	0	0	21	81	21	9	213	001
...	...	...	4	...	...	...	4	103	3,174	8	1	...	...	...	7,708	8	0	22	169	169	4	103	0005
3,967	72,234	72,234	248	201	184	11	734	21,874	1,41,737	6	0	25,271	5	4	1,47,182	7	1	6,258	27,912	27,912	2,539	83,211	46

* Rs. 245-4-3 from Educational Cess Fund.

† Rs. 4,260-6-5 from Educational Cess Fund.

Population, 75,93,946, taken from the Punjab Administration Report, 1867-68, Statement I. D.

STATEMENT of Government Schools of t

1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT.	No. of institutions.	When established.	No. of students on rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teach.	
			Hindus.	Muhammadians.	Others.	Total.			Christians.		
<i>Ambala Circle.</i>											
1 Ambala	76	6th Sept. '56	1,381	985	212	2,578	2,577	2,169	12	...	
2 Ludhiana	* 68	2nd Nov. '56	675	532	381	1,588	1,593	1,371	10	...	
3 Simla	3	26th Oct. '56	82	12	5	99	76	25	11	...	
4 Dehli	57	15th Mar. '58	1,191	213	6	1,410	1,357	1,066	11	...	
5 Karnal	52	1st Mar. '58	690	374	15	1,079	1,042	961	11	...	
6 Hissar	20	26th Oct. '56	574	107	12	693	641	573	12	...	
7 Rohtak { Village schools	35	15th July '59	991	180	1	1,175	1,103	896	11	...	
8 Sarsah { Branches to zil' school, Jhajjar	2		28	58	...	86	81	72	11	...	
9 Gurgaon	12	1st Sept. '59	423	191	15	629	587	465	9	...	
	47	9th Sept. '54	1,531	249	2	1,785	1,897	1,526	12	...	
Total	372	...	7,572	2,901	649	11,122	10,954	9,124	11	...	
1 Jalandhar	+ 71	1st May '57	1,230	1,033	253	2,516	2,368	2,255	10	...	
2 Hushyarpur	98	1st May '51	2,587	1,094	206	3,887	3,476	3,229	11	...	
3 Kangra	50	10th Apl. '56	1,738	103	10	1,851	1,858	1,534	11	...	
4 Amritsar	+ 110	26th June '57	1,528	1,671	920	4,119	4,129	3,842	9	...	
5 Gurdaspur	102	1st April '57	1,577	1,625	266	3,468	2,770	2,756	18	...	
6 Lahore	60	1st Jan'y. '57	678	805	308	1,791	1,699	1,441	9	...	
7 Ferozpur	48	14th Nov. '57	505	502	407	1,414	1,100	889	11	...	
8 Multan	42	4th ept. '56	636	805	3	1,444	1,132	1,132	9	...	
9 Montgomery	20	26th Feby. '54	456	155	96	707	627	617	9	...	
Total	601	...	10,935	7,793	2,469	21,197	19,155	17,695	11	...	
1 Rawal Pindi	53	1st Aug. '53	607	979	238	1,824	1,632	1,491	9	...	
2 Jhalun	55	1st Mar. '58	1,192	1,154	216	2,562	2,389	2,097	10	...	
3 Gujrat	62	16th Sept. '56	1,005	1,767	196	2,968	2,980	2,720	10	...	
4 Shahpur	37	5th Jan'y. '57	728	669	100	1,497	1,521	1,254	10	...	
5 Syalkot	97	1st Sept. '54	1,516	1,742	461	3,719	3,714	3,240	11	...	
6 Gujranwala	56	1st Sept. '57	1,269	745	227	2,241	2,190	1,863	10	...	
7 Jhang	26	12th Mar. '57	432	471	25	928	895	757	9	...	
Total	386	...	6,749	7,527	1,463	15,739	15,321	13,422	10	...	
1 Dera Ismail Khan	27	5th May '58	729	490	6	1,217	1,227	950	12	...	
2 Bannu	15	25th May '58	223	247	4	474	635	495	9	...	
3 Peshawar	86	23rd Dec. '58	123	575	7	705	575	561	12	...	
4 Kohat	6	29th June '59	35	107	4	146	160	149	12	...	
5 Hazara	2	29th June '59	32	32	8	72	54	54	10	...	
6 Muzaffargarh	19	15th Oct. '56	296	303	1	690	684	589	10	...	
Total	105	...	1,438	1,834	32	3,304	3,335	2,798	12	...	
Grand Total	1,464	...	26,694	20,056	4,613	51,362	48,765	43,039	11	...	1
Deduct Jhajjar Branch schools	2	...	28	58	...	86	81	72	...	...	...
	1,462	...	26,666	19,997	...	51,276	48,684	42,967	...	...	...

* Includes the Vernacular school in the city of Ludhiana, to which a grant-in-aid of Rs. 15 per month is allowed.

† Includes Aided Elementary English school at Jalandhar.

‡ Includes Aided Elementary English School at Taran Taran.

Lower Class, for the year 1868-69.

13	14	15	16	17	18	19	20	21	22	23	24
Monthly rate of school- ing fee.	Expenditure.				Amount collected in fees.	No. of pupils instructed in					
	From public funds.	From one per cent. Educational cess fund.	Other sources.	Total.		English.	Urdu.	Hindi (Nagri).	Hindi (Landa Ma- hajani, &c.)	Arabic.	Persian.
1 anna	815 5 0	7,003 0 3	81 13 3	7,900 2 6	185 10 6	...	2,221	133	224	...	673
1 anna	412 0 0	6,403 12 3	357 6 0	7,173 2 3	297 7 0	...	1,588	...	...	...	684
...	746 0 0	...	...	746 0 0	...	...	99	99	...	...	35
1 to 2 as.	1,024 0 0	5,602 13 9	234 0 0	6,860 13 9	12 3 6	32	414	943	31	...	102
1 anna	464 0 0	4,949 11 9	613 0 0	5,416 11 9	22 14 0	...	749	253	...	...	202
1 to 4 as.	1,554 4 7	2,811 12 0	293 1 7	4,662 2 2	132 0 0	31	146	418	...	...	98
1 anna	734 0 0	3,982 10 7	60 8 0	4,777 2 7	48 10 0	21	589	636	...	...	162
1 to 2 as.	108 0 0	...	24 0 0	132 0 0	24 0 0	...	64	...	...	...	22
1 anna	444 0 0	1,241 15 9	98 3 3	1,784 3 0	49 8 0	...	213	416	140	...	...
1 to 2 as.	1,170 8 0	5,929 8 1	189 15 8	7,289 15 9	43 2 6	...	50	1,306	500	...	95
...	7,468 1 7	37,925 7 5	1,348 12 9	46,742 5 9	815 7 6	87	6,133	4,204	895	...	2,073
1 anna	332 10 0	6,701 8 5	682 11 9	7,716 11 2	468 15 0	32	2,184	6	32	...	757
1 to 2 as.	451 0 0	9,667 1 8	946 13 9	11,064 15 5	746 7 0	49	3,372	515	...	...	1,284
...	1,620 8 0	4,196 9 4	360 0 0	6,177 1 4	...	27	1,110	771	...	...	202
1 to 2 as.	1,232 0 0	9,769 13 4	1,175 0 0	12,176 13 4	393 12 0	92	4,093	42	...	...	1,201
1 anna	493 12 7	8,828 11 9	600 8 5	9,923 0 9	1,151 9 1	...	1,576	1	...	...	2,432
1 anna	642 12 0	4,467 0 0	238 0 0	5,347 12 0	77 14 0	24	1,791	...	45	...	606
1 anna	142 13 3	5,287 7 2	170 0 0	5,600 4 5	35 12 0	...	765	...	...	...	649
1 to 2 as.	1,270 14 6	3,099 0 0	87 3 6	4,457 2 0	81 10 6	...	1,414	34	34	...	483
1 anna	1,520 5 3	1,648 13 0	370 9 0	3,539 11 3	45 5 2	44	411	106	103	...	204
...	7,706 11 7	53,666 0 8	4,630 14 5	66,003 10 8	3,001 4 9	268	17,079	1,475	214	...	7,868
1 to 2 as.	1,177 12 2	4,409 14 11	26 11 0	5,614 6 1	26 11 0	...	1,824	...	...	...	479
1 anna	951 4 3	4,538 1 9	299 9 2	5,779 15 2	194 13 10	56	2,506	...	...	...	2,506
1 anna	762 4 3	5,313 13 2	...	6,076 1 5	71 7 0	...	2,918	...	20	...	2,918
6 ps. to 2 as.	1,393 4 3	3,275 2 8	2,213 1 8	6,881 8 7	8 10 0	35	1,218	145	77	...	306
1 anna	503 4 0	9,526 13 3	285 4 0	10,315 5 3	269 8 0	...	3,719	...	...	...	1,771
1 anna	453 7 0	5,456 13 0	809 10 8	6,719 14 8	240 7 0	64	2,241	101	...	...	822
1 anna	610 0 1	2,409 0 0	241 8 11	3,260 9 0	36 4 9	32	928	26	26	...	214
...	5,831 4 0	34,929 10 9	3,866 13 5	44,647 12 2	859 13 7	187	13,384	272	123	...	8,446
...	1,635 11 6	2,773 0 0	...	4,408 11 6	...	...	1,017	...	200	...	...
...	1,280 6 3	2,022 12 9	...	3,303 2 3	...	...	44	...	50	...	424
...	1,948 2 3	3,496 5 1	...	5,444 7 4	...	...	755	...	...	...	705
...	57 0 3	672 0 0	...	729 0 3	...	...	146	...	...	...	146
...	537 4 6	...	32 6 4	569 10 10	...	...	53	...	...	...	19
...	448 4 6	2,305 1 4	...	2,753 5 10	...	...	690	...	...	...	208
...	5,906 13 3	11,269 2 5	32 6 4	17,208 6 0	...	...	3,065	...	250	...	1,502
...	26,932 14 5	1,37,790 5 3	9,878 14 11	1,74,602 2 7	4,676 9 10	542	41,631	5,951	1,482	...	19,889
...	...	...	...	...	24	...	...	...	...	...	...
...	...	...	...	...	4,652 9 10	...	...	...	...	...	...

(Local Return).

STATEMENT of Government Female Schools

1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT.	No. of institutions.	When established.	No. of students on rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.	
			Hindus.	Muhammadians.	Others.	Total.				Christians.	Others.
<i>Ambala Circle.</i>											
Ambala	11	23rd Dec. 1860	...	267	...	267	269	230	9	...	11
Ludhiana	13	23rd Dec. 1860	...	234	...	234	245	208	9	...	13
Dehli	16	17th Nov. 1860	123	95	...	218	240	183	10	...	16
Karnal	11	17th Nov. 1860	27	123	...	150	137	140	9	...	11
Rohatak	1	17th Nov. 1860	10	...	...	10	9	7	10	...	1
Sarsah	2	17th Nov. 1860	27	17	...	44	43	33	8	...	5
Gurgaon	14	17th Nov. 1860	216	82	...	298	348	275	11	...	15
Total	68	...	403	818	...	1,221	1,291	1,076	9	...	72
<i>Jalandhar Circle.</i>											
Jalandhar	82	1st April 1867	...	1,961	...	1,961	1,917	1,826	8	...	82
Hushyarpur	3	1st May 1861	18	35	...	53	41	32	9	...	3
Kaogra	6	1863	117	...	...	117	122	102	10	...	6
Anantpur	2	1864	7	11	...	18	25	18	8	...	2
Gudaspur	3	May 1863	2	86	...	90	87	78	9	...	3
Labana	7	1st April 1862	54	135	...	189	208	167	8	...	7
Phozpur	1	1863	...	205	...	205	157	133	8	...	8
Muhani	1	1st May 1861	...	18	...	18	18	15	8	...	1
Montgomery	16	1st May 1862	192	31	66	292	335	339	6	...	14
Total	126	...	390	2,482	74	2,946	2,946	2,721	8	...	126
<i>Jhelam Circle.</i>											
Jhelam	1	...	15	97	...	111	117	108	8	...	4
Shadpur	2	1863	18	16	...	34	40	14	8	...	2
Jhang	6	8th May 1857	23	107	6	136	130	112	7	...	6
Total	12	...	56	220	6	281	287	234	8	...	12
Bahau . . . . .	...	2 schools (closed from 1st Febry. 1869)	...	...	...	...	...	...	...	...	...
Grand Total	206	...	848	3,520	80	4,448	4,518	4,031	84	...	210

of the Lower Class, for the year 1868-69.

13	14	15	16	17	18	19	20	21	22	23	24	25
Monthly rate of schooling fee.	Expenditure.				Amount collected in fees.	No. of pupils instructed in						
	From public funds.	From one per cent. Educational Cess fund.	Other sources.	Total.		English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
...	180 0 0	496 0 0	144 8 0	820 8 0	...	...	267	...	...	...	25	...
...	552 0 0	65 5 3	539 6 3	1,156 11 6	...	...	234	...	...	...	...	...
...	1,294 12 0	900 7 6	237 0 0	2,432 3 6	...	...	90	128	...	...	...	...
...	...	660 12 0	60 0 0	720 12 0	...	...	123	27	...	...	...	...
...	10 0 0	60 0 0	...	70 0 0	...	...	...	10	...	...	...	...
...	...	120 0 0	16 9 9	136 9 9	...	...	17	27	...	...	...	...
...	44 8 0	1,210 8 5	...	1,255 0 5	...	88	213	...	...	...	...	...
...	2,081 4 0	3,513 1 2	997 8 0	6,591 13 2	...	88	946	192	...	...	25	...
...	420 0 0	2,729 1 3	870 7 1	4,019 8 4	...	65	1,885	...	...	76	353	...
...	...	145 8 0	60 12 0	206 4 0	...	...	56	...	...	...	4	...
...	15 5 3	378 0 0	...	393 5 3	...	...	...	117	...	...	...	...
...	...	551 0 0	...	551 0 0	...	...	11	7	...	...	...	...
...	35 9 0	213 12 0	7 0 0	256 5 0	...	...	90	...	...	...	6	...
...	330 9 10	276 10 0	67 0 0	674 3 10	...	...	137	52	...	...	...	...
...	25 15 0	476 2 0	...	502 1 0	...	...	199	...	...	...	6	...
...	113 0 0	33 0 0	...	146 0 0	...	...	18	...	...	...	3	...
...	77 13 0	756 0 0	...	833 13 0	...	...	62	161	...	52	...	6
...	1,018 4 1	5,559 1 3	1,005 3 1	7,582 8 5	...	65	2,448	237	...	128	372	6
...	182 0 0	...	...	182 0 0	...	...	97	14	...	...	97	...
...	8 0 0	146 0 0	...	154 0 0	...	...	14	18	...	...	2	...
...	132 0 0	236 6 0	113 9	370 3 9	...	...	56	...	29	65	26	...
...	322 0 0	382 6 0	113 9	706 3 9	...	...	167	32	29	65	125	...
...	185 0 0	...	...	185 0 0	...	...	...	...	...	...	...	...
...	3,606 8 1	9,454 8 5	2,004 8 10	15,065 9 4	...	153	3,501	461	29	103	522	6

(Local Return).

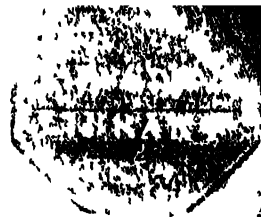
STATEMENT of Government Jail School

1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT.	No. of institutions.	When established.	No. of students on rolls at the close of the year.				Average No. of pupils on the rolls monthly.	Average daily attendance.	Average age.	Teachers.	
			Hindus.	Muhammadans.	Others.	Total.				Christiana.	Others.
<i>Ambala Circle.</i>											
1 Ambala	1	1st July 1863	126	185	49	360	340	313	29	...	1
2 Ludhiana	1	10th Aug. 1865	25	22	14	61	45	28	23	...	1
3 Dehli	1	1st July 1863	46	39	22	107	107	98	35	...	1
4 Gurgaon	1	...	6	25	...	31	38	36	23	...	...
5 Karnal	1	...	2	5	5	12	16	12	30	...	* 1
6 Hissar	1	21st July 1863	32	43	1	76	68	68	33	...	1
7 Rohtak	1	1st July 1863	80	40	...	120	66	65	25	...	1
8 Sarsah	1	1st Nov. 1863	55	58	14	127	124	124	25	...	1
Total	8		372	417	105	894	804	744	28	...	7
1 Jalandhar	1	1st July 1863	25	38	18	81	93	70	30	...	1
2 Kangra	1	7th Jany. 1866	33	10	2	47	51	31	27	...	1
3 Amritsar	1	11th Oct. 1862	200	104	110	414	347	352	27	1	..
4 Gurdaspur	1	18th June 1863	48	56	13	117	113	106	23	...	1
5 Lahore	1	17th Dec. 1863	308	642	338	1,288	1,164	1,053	31	..	1
6 Ferozpur	1	23rd Jany 1863	90	60	49	199	199	199	32	...	1
7 Multan	1	26th Mar. 1863	48	471	6	525	497	470	31	...	2
8 Montgomery	1	14th Mar. 1863	35	95	15	145	248	230	28	...	..
Total	8		789	1,476	551	2,816	2,702	2,511	29	1	7
1 Rawal Pindi	1	17th June 1863	23	198	9	230	479	467	25	...	1
2 Jhelam	1	15th Sep. 1863	114	60	7	181	175	147	29	...	1
3 Gujrat	1	1st June 1863	5	50	5	60	52	51	27	...	1
4 Shahpur	1	1st June 1863	11	113	...	124	166	161	29	...	1
5 Syalkot	1	1st Nov 1867	13	75	7	95	66	65	26	...	1
6 Gujranwala	1	1st Dec. 1862	41	304	143	488	394	392	27	...	9
7 Jhang	1	9th March 1863	10	179	1	190	264	174	22	...	1
Total	7		217	979	172	1,368	1,506	1,457	26	...	15
1 Peshawar	1	1st July 1863	6	20	7	42	45	37	12	...	1
Grand Total	24		1,384	2,901	835	5,120	5,147	4,749	24	1	30

* One prisoner teaches others.

of the Lower Class, for the year 1868-69.

13	14	15	16	17	18	19	20	21	22	23	24	25
Monthly rate of schooling fee.	Expenditure.				Amount collected in fees.	No. of pupils instructed in						
	From public funds.	From one per cent. Educational Cess fund.	Other sources.	Total.		English.	Urdu.	Hindi (Nagri).	Hindi (Landa Mahajani, &c.)	Arabic.	Persian.	Sanskrit.
...	28 12 6	...	137 10 0	166 6 6	...	...	216	144	...	...	...	0
...	1 10 0	...	87 8 0	89 2 0	...	...	43	...	18	...	...	...
...	...	...	78 1 0	78 1 0	...	...	36	71	...	...	...	...
...	...	...	1 4 0	1 4 0	...	...	11	19	...	...	...	1
...	...	...	11 6 0	11 6 0	...	...	10	2	...	...	...	...
...	3 6 3	...	94 0 0	97 6 3	...	...	15	61	...	...	...	...
...	...	...	128 6 6	128 6 6	...	...	38	82	...	...	...	...
...	...	...	185 0 0	185 0 0	...	...	99	28	...	...	...	...
...	33 12 9	...	723 3 6	757 0 3	...	...	468	407	18	...	...	7
...	16 1 6	...	70 2 6	86 4 0	...	...	81	...	...	...	...	...
...	11 5 6	...	2 0 3	13 5 9	...	...	34	13	...	...	...	2
...	...	...	120 14 10	120 14 10	...	...	414	...	...	...	...	15
...	...	...	88 0 0	88 0 0	...	...	9	117	...	...	...	5
...	72 13 0	...	433 0 0	505 13 0	...	20	1,164	83	...	...	...	21
...	8 11 9	...	...	8 11 9	...	...	193	...	...	...	...	6
...	43 15 0	...	275 4 4	319 3 4	...	...	525	...	...	...	...	25
...	...	6 7 8	60 0 0	66 7 8	...	...	145	...	...	...	...	...
...	152 14 9	6 7 8	1,049 5 11	1,208 12 4	...	29	2,673	96	...	...	...	74
...	32 9 9	...	279 0 0	311 9 9	...	...	230	...	...	...	...	230
...	8 2 5	...	72 0 0	80 2 3	...	...	181	...	...	...	...	...
...	...	24 10 0	60 0 0	84 10 0	...	...	60	...	...	...	...	...
...	...	...	24 0 0	24 0 0	...	...	124	...	...	...	...	...
...	...	123 3 9	...	123 3 9	...	...	70	...	...	...	...	...
...	...	...	120 0 0	120 0 0	...	...	488	...	...	...	...	...
...	...	...	135 2 9	135 2 9	...	...	190	...	...	...	...	...
...	40 12 0	147 13 9	690 2 9	878 12 6	...	...	1,348	...	...	...	...	280
...	...	...	120 0 0	120 0 0	...	...	28	...	...	...	...	10
...	227 7 6	154 5 5	2,582 1 2	2,964 9 1	...	29	4,512	507	18	...	...	821



FROM

H. B. HARINGTON, ESQUIRE, M. A.,

Offg. Director of Public Instruction in Oudh,

TO

CAPTAIN A. MURRAY,

Offg. Junior Secy. to Chief Commissioner, Oudh.

Dated Lucknow, the 30th May 1870.

SIR,

I have the honour to submit the Report of Public Instruction in Oudh for 1869-70, the duty of preparing which has been thrown on me by the lamented and untimely death of the late Director, Mr. Handford.

2. It is divided into the following sections :—

- I. Controlling agencies.
- II. Financial and general statistics.
- III. University examinations.
- IV. Government schools.
- V. Private schools under Government inspection.
- VI. Scholarships.
- VII. Employment of students in the public service.
- VIII. The English language in Indian education.
- IX. The book department.
- X. Notice of officers.

The arrangement of paragraphs in last year's report has been adhered to.

I.—CONTROLLING AGENCIES.

3. No addition to the supervising staff has been made during

Supervising staff.	Number of officers in	
	1869-70.	1870-71.
Director of Public Instruction,	1	1
Senior Inspector,	1	1
Junior ditto,	1	1
Deputy Inspectors,	10	10
Total,	13	13

the year. The request that a Deputy Inspector might be appointed to Kheree was, negatived on grounds of financial pressure. The want is sorely felt.

The system of ensuring *thorough* inspection has been carried out. The total number was 2,977 as against 2,411 of last year. The number of schools being 717, the average number of personal visits to each school has been 4.1.

Inspections.

Inspecting officers.	Number of inspections.
By the Director of Public Instruction,	108
Senior Inspector,	175
Junior ditto,	192
Deputy Inspectors,	2,507
Total,	2,977

5. The following is the return of Deputy Inspectors :—

Deputy Inspectors.

Name.	District.	Grade.	Salary.	Village schools in the district.	Number of inspections made during the year.
Pandit Sheo Narayan,	Lucknow, ...	1st	150	38	361
Múnshí Ameen-ud-deen,	Oonao, ...	2nd	125	65	247
Babú Keshub Chundra Deb,	Seetapoor, ...	2nd	125	*63	†301
Múnshí Mahomed Hosein,	Roy Barcilly, ...	3rd	100	61	238
Múnshí Hunooman Pershad,	Barabunkee, ...	3rd	100	66	284
Múnshí Imdad Hosein,	Hurdni, ...	4th	80	66	263
Múnshí Bishumbhor Dayal,	Fyzabad, ...	4th	80	‡47	§215
Múnshí Imdad Hosein,	Sultanpoor, ...	4th	80	52	269
Múnshí Kiyam-ud-deen,	Pertabgurh, ...	4th	80	53	160
Pandit Sheo Narayan Tiwarae,	Baraich, ...	4th	80	31	160
Total,				542	2,507

- * Includes twelve village schools in zillah Kherree.
- † Do. twenty-three inspections of schools in zillah Kherree.
- ‡ Do. one village school in zillah Gondah.
- § Do. four inspections of schools in zillah Gondah.

Múnshí Mool Chund it was found necessary to dismiss for neglect of duty. Múnshí Munni Lal was transferred without loss of pay to the second mastership of the Baraich zillah school. Moulvee Kiyam-ud-deen was reduced from 2nd to 4th grade. Pandit Sheo Narayan again heads the list in number of inspections.

6. All departmental reports bear testimony to the interest taken in schools by the district officers, and to the cordial and valuable assistance they have given.

Visits by district officers.

7. The instructions embodied in page 139 of the Digest of the Chief Commissioner's Circulars have met with varying attention in different districts.

School committees.

In Lucknow the committees have worked assiduously and well. Mr. Quinton, the Deputy Commissioner, writes "the educational sub-committee of the (Malihabad) tahsil takes great interest in the school, and among the members of it, I would specially name Múnshí Azeez-ud-deen, Extra Assistant Commissioner. Talukdars Mahomed Ahmed Khan and Mahomed Nasim Khan lend the handsome bazaratree in which

Lucknow Division.
Lucknow.

the school is held. Mahomed Ahmed Khan sends his kinsmen as pupils, which example has a good effect on the respectable people of the town." As will be noticed presently, the results are such as might be expected, an excellent school at Malihabad. The district educational committee met towards the close of the year. Their resolutions contain many valuable and practical suggestions which are under consideration.

The Mohunlalgunj tahsil sub-committee "met, with one exception, every quarter, and made various recommendations, which showed that they took an intelligent interest in the working of the schools of their tahsil." As regards school committees of this district, little remains to be desired.

Oonao.

From Oonao, Colonel Chamier reports that nothing has been done in the way of forming a committee, but that the subject will receive attention during the present year.

Barabunkee.

Of Barabunkee, the Deputy Commissioner reports as follows:—"Educational committees were appointed in this district in the following towns, central committee Nawabgunj; sub-committees Futtchpoor, Ramnuggur, Durriabad, Rodouli, and Zaidpoor. The only one of these where the committee has worked is Futtchpoor. The additional buildings were decided upon to the school, and Raja Tajammal Hosein Khan proposed the appointment of a teacher of Arabic."

SECTAPOOR DIVISION.
Sectapoor.

Of Sectapoor, the Officiating Deputy Commissioner, Mr. Gibson, remarks: "Committees for inspection of schools exist throughout the district. I am not aware of any operation taken by them during the year under review." Major Thompson adds: "I am sorry more is not made of these committees. It might be a good way of interesting members in their work if they were made to feel that their assistance is of some importance." The remedy is clearly in his own hands. The Deputy Inspector "is sorry to state that he has not yet succeeded in persuading the committees to hold their periodical meetings to devise means for the furthering the prosperity of the schools of the respective tahsils. If it please God he has every reason to hope, through the assistance of the Sectapoor Tehzeeb, he will be able to gain the object in view."

Hurdui.

From Hurdui, the report is that the head masters of the schools complain generally that local committees, taluqdars, and other influential men take no interest in education and never visit the schools. Among committees, that of Bilgram, and among native officials Mahomed Kareem Khan, tahsildar of Sandilah, must be excepted.

Kherree.

From Kherree there is no trace of a committee.

FYZABAD DIVISION.
Fyzabad.

Mr. Sparks, Officiating Deputy Commissioner of Fyzabad says that "the school committees met during the year. Reports of the sub-committees were discussed as prescribed."

Gondah and Baraich.

In Gondah, the committee sat regularly, and in Baraich has shown signs of vigorous vitality. Mr. Carnegie indeed says "the school committees have, in my opinion done all that could in fairness be expected of them in the way of supervision."

In Pertabgurh the committee met regularly.

ROY BAREILLY DIVISION.
Pertabgurh.
Sultanpoor.

In Sultanpoor they do not seem to have met at all.

The Roy Bareilly report is still wanting.

Roy Bareilly.

On the whole, progress seems to have been made during the year, though the subject has in some districts failed to secure the attention which it deserves.

II.—FINANCIAL AND GENERAL STATISTICS.

8. Expenditure under the three heads (1) direction, (2) inspection, and (3) instruction, is shewn in the following statement. The corresponding percentage in the final column of 1868-69, was 5., 9, and 86., respectively. The Imperial Grant for the year under review was Rs. 2,40,600, of which Rs. 16,382 remained unexpended at its close.

Expenditure.

Heads of expenditure.	Expenditure during 1869-70.							
	From Imperial Funds.		From Local Funds.		Total.		Percentage.	
	Rs.	As. P.	Rs.	As. P.	Rs.	As. P.		
Direction, and its subsidiary charges, ...	20,744	8 9	104	0 0	20,848	8 9	4	7
Inspection and its subsidiary charges, ...	37,881	6 7	4,223	5 8	42,104	12 3	9	6
Instruction (including all educational expenditure not coming under the above heads.)	1,65,591	10 11	2,09,105	2 6	3,74,696	13 5	85	7
Total, ...	2,24,217	10 3	2,13,432	8 2	4,37,650	2 5	100	

9. Under local funds is included (1) expenditure from the school cess, (2) school fees, (3) general subscriptions under the control of Government officials and local committees, and (4) private expenditure in missionary and a few inspected schools whose funds are privately administered.

What local funds include.

The analysis in the margin shews this distribution in detail.

Distribution of local expenditure.

Expenditure 1869-70 from		10. As regards local expenditure generally it may be enough to remark that it yearly approximates more closely to that from imperial funds.
(1) The cess,	Rs. 1,18,120	
(2) Fees in Govt. schools, ...	14,867	
(3) General subscriptions, ...	68,475	
(4) Fees in schools maintained from general subscriptions,	9,562	
(5) Other funds,	2,409	The subject of municipal contributions demands a more detailed examination.
Total, ...	2,13,433	

Municipal expenditure.

It is urged by Mr. Quinton in his report that "the municipality of Lucknow have been reflected upon in the reports of educational officers for their want of liberality in the encouragement of education."

"In justice to that body I must here state that the promotion of education, though in itself most laudable, is not one of the objects for which the municipality was constituted, and that it is questionable whether under the law as it at present stands they can devote any of their funds to such a purpose. Even however if they had the greatest inclination and the fullest power to deal in this way with the money entrusted to them, the state of their income for the past year and a half has been

“such, through no fault of theirs, that they could only meet their legitimate expenditure by borrowing, and had no funds available for grants to education.” An empty chest is an unanswerable ground of argument. As regards the legal aspect of the question, Mr. Quinton is quite right.

Under Act XVIII of 1864, the expenditure of the committee was confined to the “conservancy and improvement of the city consistently with law.” And whilst to other municipalities Section 9 of Act XV of 1867, has extended permission to provide for the promotion of education in the towns they represent, the only taxation clauses of this Act which have been extended to the city of Lucknow, with its population of 2,73,126, are Sections 6, 7, and 12. Section 9 is conspicuous by its absence. Of this municipality it may be said, it could not if it would, and it may not legally if it could, spare funds towards the educational wants of the 22,760 boys of a school going age which the city should contain.

The same is true of Fyzabad. The remark of the Secretary of State in despatch No. 8, dated 16th March 1864, is thus of special significance. “It would be right to afford all reasonable facilities for raising a special educational fund by assessment or town dues in those towns where the inhabitants may wish to take that means of maintaining schools; and as it has been held that funds raised under the Municipal Act cannot be applied to educational purposes, it is worthy of consideration whether some general legislative measure should not be passed, providing for the exercise of the power of self assessment in those towns which may declare their desire to be brought under its operation.” The remedy with Lucknow and Fyzabad is simple. All that is wanted is the addition of Section 9 to the Sections 6, 7 and 12 of Act XV of 1867, already introduced. It cannot be that the inhabitants of these cities *desire* to be deprived of the power of self assessment, or that Lucknow, which “stands fourth among Indian capitals, coming immediately after the three presidency cities; far and away exceeds any city of the North-Western Provinces; and even in England is only exceeded by four English cities, London, Manchester, Liverpool, and Birmingham,” should be content to remain “indebted for all the public schools it possesses to the talukdars and missionary societies.”

Mr. Williams's Census Report para. 425.

Educational report for 1868-69. para. 24.

In justice to the municipal bodies of the province, Lucknow among the rest, the following table shows the amount of assistance specifically asked for and the amount promised :—

District.	Amount asked for per mensem.	Amount promised.	Remarks.
Lucknow, ...	Rs. 100	Rs. 100	It is hoped.
Fyzabad, ...	40	23	No replies
Roy Bareilly, ...	30	23	
Gondah, ...	25	0	
Baraich, ...	25	0	
Sultanpoor, ...	20	0	
Pertabgurrh, ...	20	0	
Oonao, ...	20	20	If replaced from funds for local improvements.
Barabunkée, ...	20	20	Gladly.
Sootapoor, ...	25	25	
Hurdui, ...	20	20	
Khéree, ...	20	0	Too poor.

When municipalities have rallied from the blow under which they were prostrated at the close of 1869, and when the claims of education can find a place amidst conservancy and lights, the aid rendered may bear some proportion to the means and responsibilities of the communities they represent.

11. From the following statement of income and expenditure on account of the school cess, it appears that the collections have risen from Rs. 96,511 to Rs. 1,09,535. The expenditure from Rs. 1,01,232, to Rs. 1,18,955. Of this Rs. 25,758, as against Rs. 29,495, have been spent on building village schools.

Income and expenditure of cess.

District.	Receipts					Expenditure					Balance on 31st March 1870.	Remarks
	Balance on 1st April 1869	Collections of cess during the year 1869-70.	Receipts from sale of books	Other receipts.	Total.	For the Normal school.	Salaries	Buildings	Contingencies	Total.		
	Rs	Rs	Rs	Rs.	Rs.	Rs	Rs	Rs	Rs	Rs	Rs	
Lucknow,	5766	9714	97		15611	1500	6156	2111	3903	13973	1634	
Banabunkee,	2048	15076	152		17316	2000	7112	3714	990	11110	3176	
Oomna,	1318	12713	181	2323	16565	500	9275	1017	1318	12160	1105	
Seetupoor,	394	7059	341	318	8156	1000	4992	250	1157	7699	157	
Hurdun,	4123	14750	820		19693	2000	9019	3016	967	15002	4691	
Khera,	322	1596			1918	500	719		...	1219	699	
Fyzabad, ...	2806	9636	118		12590	1000	5215	3082	2852	12149	411	
Gondah, ...	942	1104	..		2046	500	93		...	593	1193	* Includes Rs. 551 and Rs. 448 transferred to Oomna and Banabunkee respectively.
Baraich, ...	1925	1951	241		7120	1000	1570	120	800	3490	3630	
Roy Bareilly,	4280	12598	372		17250	1000	7443	2150	810	12300	4950	
Sultanpooor,...	4361	9562	153	536	14912	1500	4815	1656	1474	12475	2437	
Pottahgurh,	6132	10712	810	332	17516	1500	5394	5275	639	14755	3761	† Includes Rs. 947 transferred to Banabunkee.
Total, ...	34501	109535	3184	3509	150733	11000	62133	25758	15220	118955	31778	‡ Includes Rs. 1841 the aggregate of the transfers above noted.

12. The native gentry have subscribed Rs. 47,851 as against

Subscriptions

* For Canning College, Rs. 25,794
 Mahmudabad School, " 1,050
 Bultunpoor do, " 2,612
 Bhinga do, " 31
 Total, " 29,517

Rs. 14,193 in 1868-69, exclusive of the amount devoted to the special objects noted in the margin.* The following are the results of the returns sent in by district officers:—

District	Receipts					Expenditure					Balance on 31st March 1870	Remarks
	Balance on 1st April 1869	Subscriptions received during 1869-70	Government grants and contributions credited in the year	Other receipts	Total	On account of village and school buildings	On account of model and private schools	Bursaries and miscellaneous charges	Total			
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Lucknow,	975	17			1172	693	296		989	193		
Barabanki,	1933	561	1500		4294	211	3173	48	3112	852		
Oomna ...	961	574			1535	616	198	405	1519	16		
Seetapoor,	5145	2860	2293	431	11069	300	1586	2063	6949	4120		
Hurdun,	515	2594	2243		5902	50	5356	213	5619	311		
Khera,	1123	1577	293		2993	738	1641	298	2677	316		
Fyzabad,	2541	2734	1163	982	7420	578	2531	895	4004	3197		
Gondah,	257	3273		691	4221	1193	1211	995	3402	822		
Baraich,		1523	1196		3019		3019		3019			
Roy Baraichly,	2199				2199	451			451	1748		
Sultunpoor,		434			434	166			166	268		
Pottahgurh,	1198	1153			2351	120	180		250	5401		
Total,	20220	14337	9591	2107	50215	5116	22144	4927	32487	17758		

* Excludes subscriptions to Canning College, Rs. 25,794
 Ditto to Mahmudabad schools, " 1,050
 Ditto to Bultunpoor do, " 2,612
 Ditto to Bhinga do, " 31
 Total, " 29,517

District details.

13. The district details are shown in the margin.

Remarks of Deputy Commissioners.

District.	Collections in	
	1868-69.	1869-70.
	Rs.	Rs.
Lucknow,	692	407
Barabunkee,	870	861
Oonao,	555	574
Sectapoor,	2,899	2,860
Hurdul,	1,704	2,551
Kherce,	1,636	1,577
Fyzabad,	2,921	2,734
Gondah,	3,370	3,273
Baraich,	841	1,523
Roy Bareilly,	5	...
Sultanpoor,	225	434
Pertabgurh,	439	1,453
Total,	16,167	18,337

The Barabunkee subscriptions (Rs. 860-11), Mr. Glynn the Deputy Commissioner, remarks, "are fairly liberal, considering that a school cess has also to be paid by them. The recessions have not been many." From Hurdul the complaint of failing subscriptions is stronger. Mr. Anderson "is sorry to say that most of the talukdars have withdrawn their private subscriptions on the ground that they are taxed for schools. Most of the talukdars are much in debt and are getting their estates under Court of Wards' management. There will be some difficulty in continuing the private subscriptions."

Similar complaints come from other districts.

Spite of them the total subscriptions have risen to Rs. 18,337. Roy Bareilly shows blank, Pertabgurh springs from Rs. 439 to Rs. 1,453. This return does not explain itself.

The liberality shown in private subscriptions in addition to the cess, and, as with talukdars, in addition to the contribution to the Canning College, is worthy of acknowledgment. It is not more than the Qudh gentry as a body display. As the novelty of the cess wears off, and as the results of the settlement become better appreciated, even larger results may be anticipated. The pockets of the monied classes who are not landowners are, of all, the hardest to reach.

Year.	Fees collected.	Increase on preceding year.	Remarks.
1865-66,	10,804	...	
1866-67,	*12,447	1,643	*Calculated for 12 months.
1867-68,	17,294	4,847	
1868-69,	21,589	4,275	
1869-70,	24,420	2,860	

14. The fee collections, which now amount to 10·9 per cent. on the expenditure, have continued to increase, as the marginal statement shows. I shall revert to the subject again.

15. From the comparative statement given below the following results may be gathered.

Heads of expenditure.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Total expenditure.	Charged to Imperial revenue.	Charged to educational cess.	Charged to other sources.	Annual cost of educating each pupil.	
									Total cost.	Cost to Government.
					Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
Direction, ... { 1868-69 ... { 1869-70 ...	...	...	...	...	20450 20849	20450 20745	...	...	...	...
Inspection, ... { 1868-69 ... { 1869-70 ...	...	...	...	...	38380 42104	35558 37881	2831 4223	...	...	...
Zillah schools, ... { 1868-69 ... { 1869-70 ...	11 11	2284 2390	2197 2266	1881 1932	57597 63342	48750 53489	478 293	8369 9560	26 3 5 27 15 3	22 3 0 23 9 8
Anglo-vernacular town schools, ... { 1868-69 ... { 1869-70 ...	19 18	2164 1840	2149 1965	1775 1599	30510 26809	22340 20389	773 701	7388 5719	13 15 0 13 10 3	10 3 4 10 5 11
Vernacular town schools { 1868-69 ... { 1869-70 ...	20 27	2152 2474	2034 2428	1632 1911	12161 14192	8911 9320	1380 2143	1929 2729	5 15 7 5 13 6	4 6 1 3 13 4
Village schools, ... { 1868-69 ... { 1869-70 ...	483 542	18261 21433	16313 20210	12910 16135	51507 65837	...	47630 60673	3877 5164	2 14 1 3 5 3	...
Government female schools, ... { 1868-69 ... { 1869-70 ...	33 38	653 879	585 851	407 714	3822 4591	3188 3055	622 1524	12	6 8 6 5 6 3	5 5 5 3 9 5
Jail schools, ... { 1868-69 ... { 1869-70 ...	2 2	90 68	92 81	74 63	360 380	...	...	360 380	3 14 7 4 10 11	...
Normal schools, ... { 1868-69 ... { 1869-70 ...	2 2	227 201	226 214	208 197	20706 20849	7452 8128	12894 12608	360 213	91 9 10 97 6 9	32 15 7 37 15 8
Private colleges, ... { 1868-69 ... { 1869-70 ...	1 1	24 38	16 23	14 21	11761 17031	5756 7632	...	6005 9402	735 1 0 740 9 6	359 11 10 331 13 0
Higher private schools, { 1868-69 ... { 1869-70 ...	2 1	818 687	763 645	649 555	40331 37225	22571 13097	...	17260 18128	52 13 9 57 11 5	29 9 4 29 9 8
Middle do. do., { 1868-69 ... { 1869-70 ...	24 24	2231 2177	2105 2341	1634 1737	32784 36501	15594 17529	455 196	16735 18776	16 8 9 16 4 7	7 6 6 7 13 1
Lower do. do., { 1868-69 ... { 1869-70 ...	35 40	1471 1765	1395 1815	1132 1506	10043 11128	3773 4078	488 542	5782 6503	7 3 2 6 2 0	2 11 3 2 3 11
Private female schools, { 1868-69 ... { 1869-70 ...	10 11	308 371	293 278	235 233	10790 11928	4592 5123	...	6198 6805	36 12 1 42 14 6	15 10 9 18 6 10
Prizes, ... { 1868-69 ... { 1869-70 ...	...	...	...	...	897 1867	897 995	...	...	...	...
Miscellaneous (build- ings, repairs, &c. &c.), { 1868-69 ... { 1869-70 ...	...	...	...	...	49223 47596	6133 6719	20495 28956	13505 11921	...	...
Institutions of science and art (book department,) ... { 1868-69 ... { 1869-70 ...	...	...	...	...	20600 15423	11814 10038	8786 5385	...	...	...
Total, ... { 1868-69 ... { 1869-70 ...	642 717	30683 34303	28108 33117	22551 26803	411031 437650	217788 224218	105782 118120	88361 95312	...	...
Increase, ...	75	3620	4049	4052	26619	6430	12338	6951	...	...

The number of institutions has now risen to 717, the increase of the year being 75. Their pupils at the year's close were 34,303 as against 30,683, the average number on the rolls being 33,117.

GENERAL STATISTICS
Institutions, Pupils

The average attendance during the year was 26,603 as against 22,551 of 1868-69.

Attendance.

The total expenditure has risen to Rs. 4,37,650, the increase of the year being Rs. 23,619. Of this the charge to imperial funds was Rs. 2,24,218, to cess Rs. 1,18,120, to other sources Rs. 95,312.

Expenditure.

The respective increase under these three heads was Rs. 6,430, Rs. 12,338, and Rs. 6,951.

The percentage of increase was in total number of pupils, 11·8

Total expenditure, 6·4

Imperial ditto, 2·9

Cost per pupil.

The actual cost per pupil was Rs. 13-3-0 against Rs. 14-10-0, of which the cost to Government was Rs. 6-12-0 against Rs. 7-12-0 in 1868-69. Omitting the recoverable expenditure on books, and expenditure on buildings, but including the cost of supervision, the cost per pupil would be as per margin.

Year.	Total cost.			Cost to Government.		
	R.	A.	P.	R.	A.	P.
1868-69, ...	12	2	0	7	2	0
1869-70, ...	11	5	0	6	4	0

Nature of institutions.

Of the total number of institutions 610 are Government schools, with 29,285 pupils; 77 are private, with 5,018 pupils.

Canning College ranks among the latter. Its peculiar circumstances might give it an appropriate place among the former.

Excluding female pupils,	870
Do. do.,	371
Do. normal schools, ...	201
Do. college,	38
Total,	1,480

The 1,12,20,232 inhabitants of the province should represent 18,70,038 children, and more than 9,35,019 boys of a school going age. As regards the latter, those connected with the department may be put down at 32,814, about $\frac{1}{4}$ of the total number. So long however as education is not compulsory, the real point of comparison is between the number of schools provided, and the number of boys of a school going age. It is less interesting to know how many stay away, than to know how many have schools to go to if they would. As will be shewn subsequently, it is at present impossible to do this even approximately.

It may be roughly said that there are 663 institutions for 9,35,019 boys of a school going age, or about one school for each 1,400 boys.

Professions.

16. The statement of professions is as follows :—

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Talukdars.	Zemindars including Jumindars, Pottidars, thakdars, &c.	Putwars and kanungoes.	Cultivators.	Total.	Government servants.	Private servants.	Total.	Professional men, such as pundits, moultis, bakshis, writers, &c. &c.	Trading class including bankers, merchants, shopkeepers, &c. &c.	Artisans and manufacturers, carpenters, masons, &c. &c.	Others.	Grand total.	Remarks.
Pupils. { 1868-69	70	4,767	1,819	7,059	13,715	2,031	3,408	5,439	2,210	5,499	2,174	1,646	30,683	
{ 1869-70	80	5,526	1,804	8,852	16,262	2,199	3,614	5,813	2,122	5,938	2,451	1,717	31,303	

The talukdarí boys have risen from 70 to 80.

The boys of zemindars and of cultivators have risen to 5,526 and 8,852 respectively, their total numbers being 14,378 against 11,826 of the previous year. There is a slight fall in the numbers drawn from the professional classes, (2,210 to 2,122) but the boys from the trading classes have risen from 5,499 to 5,938, and artisans from 2,174 to 2,451. If education, to be reproductive should be made technical, these classes must be far more deeply tapped.

Patwáris* and kanungoes have remained stationary.

* 1868-69-1810.
1869-70-1804.

Government servants, who, by the way, keenly recognise the value of English education and the time required for its acquisition, show a rise from 2,031 to 2,199, and private servants from 3,408 to 3,614. One would like to know the amount realised from these classes in the shape of fees. The miscellaneous class has increased from 1,646 to 1,717

This steady increase is the one encouraging feature amidst the somewhat disheartening conclusions which the census tables are apt to suggest.

Did time permit, some interesting if unsatisfactory comparisons might be made between the above figures, and paras 382 to 409 of Mr. Williams's Census Report.

17. The following statement is based on the caste and religion of the pupils. Caste and religion.

1	2	3	4	5	6	7	8	9	10	11
		Hindús.								Remarks.
	Christians.	Brahmans.	Chhattáris.	Vyas and Kyaths.	Súdras.	Total Hindús.	Mahomedans.	Others.	Grand total.	
Pupils, { 1868-69 { 1869-70	91 192	8,410 8,960	3,881 4,548	7,065 7,609	4,011 5,088	23,367 26,205	7,145 7,887	80 19	30,683 34,303	

The Christians have more than doubled. They still only number 192. Brahmans have risen from 8,410 to 8,960. Chhattáris from 3,881 to 4,548. Vyas and Kyaths from 7,065 to 7,609, Súdras from 4,011 to 5,088. The total Hindús from 23,367 to 26,205, which gives an increase of 2,838. The Mahomedans from 7,145 to 7,887, an increase of 742. "Others" show a decrease, due probably to correcter classification, from 80 to 19. The total numbers are 34,303, showing an increase of 3,620. The proportion of Hindús to Mahomedans is still about $3\frac{1}{2}$ to 1, whereas the proportion of the total Hindús to the total Mahomedan population of the province is more than 9 to 1.

The tangible facts shown are that, in 1865-66, the total number of pupils was 16,265. In 1869-70, it was 34,303. In four years the school going population has been more than doubled.

It could have been wished that we had fuller information as to indigenous schools. In the city of Lucknow alone there are more than 120 vernacular schools taught by moulvís or gúrús unconnected with the department of education. The attendance at these schools is said to be 1,023, but it is believed to be still greater. "The schools are attended by the sons of wealthy mahájans, who prefer the teaching of these men to that of the model or mission schools." There can be little doubt that there are scattered through the province numbers of well-to-do people, who, in a way, appreciate education from their own limited point of view, but whose confidence has not yet been gained by this department.

Indigenous schools.

Mr. Quinton.

To meet their wants without offending their prejudices is a task of no ordinary difficulty. It should tax the energies and the ingenuity of the department for some years to come. To succeed would be to make the higher education of the province self-supporting.

In attracting the indigenous teachers to itself the Normal School is working in the right direction. Of its pupils there are of this class many on its rolls.

III.—UNIVERSITY EXAMINATIONS.

Results.

18. The results of the University Examinations for the last four years in Oudh are as follows :—

Year.	Entrance examination.		First Arts Examination.		Remarks.
	Number of candidates.	Number who passed.	Number of candidates.	Number who passed.	
1866	23	6	...	...
1867	17	15	...	...
1868	38	31	3	3	
1869	32	20	3	2	

Not discouraging.

19. As regards both the Entrance and the First Arts Examination, though below those of last year, they are far from discouraging.

If the students from La Martinicre be omitted from the returns of 1868-69 as they have been from those of 1869-70, the total number of candidates for the entrance examination will be seen to have increased by two, and the difference between the successful ones of the two years to be 5 instead of 11.

Analysis in detail.

20. The detailed analysis is as follows :—

Name of institution.	Class of institution.	Number of candidates.	Passed in the			Failed in			Remarks.
			First Division.	Second Division.	Third Division.	English.	Second Language.	History and Geography.		Mathematics.
<i>First Examination in Arts.</i>									
Canning College, ...	Aided institution, ...	3	1	1	..	..	1	..	..
	Total, ...	3	1	1	...	...	1	..	..
<i>Entrance Examination.</i>									
Fyzabad zillah school,	Govt. institution, ...	6	...	2	1	3	...	2	1
Canning College, ...	Aided do.,...	26	5	7	5	8	..	2	3
	Total, ...	32	5	9	6	11	..	4	4

For the Matriculation Examination, out of 26 candidates the Canning College secured five places in the first, seven in the second, and five in the third division; eight failed in English, two in history and geography three in mathematics. Further details will be given in the Principal's report.

The schools at Oonao and Bulrampoor sent up no candidates, indeed the only competing school was that of Fyzabad. Even from it a succession of brilliant results could not fairly be expected. Last year could not repeat itself. The school deserves great credit for sending up six candidates to an examination of no mean difficulty; and good results may be looked for even in want of success. As might be expected, the Canning College alone competed for the First Arts Examination. The failure of one of its three candidates in the second languages was partially compensated by a place in the first division.

With reference to the remarks made in the Government review of the report for 1868-69 it is fair (in a comparison between private institutions and Government schools) to draw attention to the late Director's explanation.

Secretary to Government of India, Home Department, No. 591, dated 25th October 1869. "The result of the university examination is very creditable, but it is noted that the number of successful candidates from aided institutions was more than double that from Government schools, although there are 11 Government schools of the higher class against one private college and two higher private schools. The Government institutions are thus distanced in the competition."

No. 1317A, 24th November 1869 para. 5.

"In remarking on the fact that the number of successful candidates from aided institutions was more than double that of Government schools, the Go-

vernment of India perhaps did not remember that among private institutions are Canning College and La Martiniere College, the aggregate expenditure on which is double that of the whole eleven zillah schools put together. But this is not all; the Education Department has existed in Oudh only five years, whereas the entrance examination standard requires eight years' training; our zillah schools have therefore scarcely had time to reach it. It is true two or three of the zillah schools were established before the department was organized, but there were few pupils, and of these the more advanced have from time to time been brought into Canning College, because separate classes could not be maintained for them in the local schools. Probably Government did not intend to disparage Government schools by pointing to the apparent greater success of private institutions, *i. e.*, of Canning College, but in justice to zillah schools I think it only fair to state that although Canning College is technically a *private* institution, we regard it as the provincial college, of which zillah schools are feeders. The pupils who passed the examination last year in Canning College had many of them been sent in a year previously from zillah schools because it was cheaper to centralize the instruction than maintain separate classes. Canning College is indeed so intimately connected with this department that if any comparison between Government and private education is made, the institution named should in all fairness be counted as belonging to the former."

IV.—GOVERNMENT SCHOOLS.

21. The prescribed statement is as follows :—

Description of institutions.	Number of institutions.	Number on the rolls at the close of the year.	Average number of pupils on the rolls during the year.	Average daily attendance during the year.	Total expenditure.		Remarks.
					From imperial funds.	From local funds.	
Government.					Rs.	Rs.	
Schools of the higher class, { Superior zillah schools,	2	661	601	525	16,120	2,805	
Schools of the middle class, { Inferior zillah schools,	9	1,729	1,665	1,407	37,869	7,048	
Schools of the middle class, { Anglo-vernacular town schools.	18	1,840	1,965	1,599	20,380	6,430	
Schools of the middle class, { Vernacular town schools.	27	2,474	2,428	1,911	9,320	4,871	
Schools of the lower class,—village schools.	643	21,433	20,210	16,135	0	60,968	
Jail schools,	2	68	81	63	0	880	
Female schools,	38	879	851	714	2,055	1,536	
Normal schools,	2	201	214	197	8,128	12,721	
Total,	640	29,285	28,015	22,551	94,381	96,744	

As regards higher class schools scarcely a fair one.

22. As regards higher schools, last year's classification has been maintained. Tested by success, the only higher class school would be that of Fyzabad. Tested by the course they teach and the results they aim at, the numbers would be much higher. There is one Anglo-vernacular tahsil school less, seven vernacular tahsil schools more; village schools have risen from 483 to 512; and female schools from 32 to 38.

Comparison of two years results.

23. The comparison of the total results between the two years is as follows :—

Year.	Number of institutions.	Number on the rolls at the close of the year.	Average number of pupils on the rolls during the year.	Average daily attendance during the year.	Total expenditure.		Remarks.
					From imperial funds.	From local funds.	
					Rs.	Rs.	
1868-69,	570	25,831	23,595	18,897	90,650	31,567	
1869-70,	640		28,015	22,551	94,381	96,744	
Increase,	70	3,454	4,419	3,654	3,731	15,177	

These results must be held satisfactory. The expenditure from imperial funds has increased by only Rs. 3,731, that from local funds by Rs. 15,177. A corresponding increase has followed in institutions; number on the rolls; and average daily attendance, the percentage of which to the average number on the rolls was 82.

Satisfactory.

24. The relative results in Government schools as regards fees were as under :—

Fees

Description of institutions.	Rates charged.	Amount of fees collected.		Remarks.
		During 1868-69.	During 1869-70.	
		Rs.	Rs.	
Zillah schools,	2 annas to 6 rupees	5,662	6,844	
Town schools,	3 pies to 2 rupees	2,811	2,858	
Village or lower schools,...	3 pies to 8 annas	3,877	5,164	
Total,	3 pies to 6 rupees	12,350	14,866	

25. Notwithstanding the prevailing scarcity, the collections have risen. The possibility of raising the fees has throughout the year been kept steadily in view. But for some time to come we must be content with comparatively small results. That the fees from village schools should have increased more than proportionately whilst those from the town schools have nearly stood still, although the number of schools is greater, is not surprising. To the village agriculturist high prices have brought mixed gain and loss. To the poverty stricken inhabitants of towns, many of whose income is a fixed pittance, the high price of grain has brought no compensating good. For a similar reason, though to a less extent, the incomes of the amla, who largely support the zillah schools, has represented far less material comfort than it used to do. It is satisfactory that the fees of these schools have risen to Rs. 6,844.

Mr. Handford's remarks on the subject of fees are forcible. "I am most anxious to raise the minimum rate, but the upper classes are still small, and I should regret doing anything to drive away pupils till the classes are larger. It is as easy to teach twenty boys in a class as five, and we should gain nothing by excluding fifteen who cannot pay high fees. The town populations of Oudh are very poor, though including numbers who according to native ideas are highly respectable. If 8 annas were at once made the minimum fee, I have no hesitation in saying that two thirds of the pupils in Anglo-vernacular schools would be compelled to leave. The number of classes could not conveniently be decreased without lowering the standard aimed at, and the result would therefore be that the classes would be smaller and the waste of teaching power greater than ever."

26. The following tabular statement explains itself:

Cost per pupil.

Fees have increased by Rs. 1182. Total expenditure by Rs. 5745, and expenditure from imperial funds by Rs. 4739. The average total cost per pupil has risen to Rs. 27-15-3, the cost to Government to Rs. 23-9-8.

The extent to which the total expenditure of Rs. 63,842 has been borne by the respective funds is given in the margin.

Detail of expenditure.	
	Rs.
From Impl. Funds, ...	53,400
Fees, ...	6,244
Subscriptions, ...	2,716
The cess, ...	...
Other sources, ...	...
Total, ...	63,842

Fall in charge to cess.

No cursory glance at a tabular statement can justify a sound conclusion as to the real working of the schools. I shall presently quote largely and without apology from the various reports. I may here observe that the charge to the cess has fallen from Rs. 478 to Rs. 293. It must be borne in mind that the zillah school is the only school at the sadr station in which the agricultural masses can secure an elementary education. At present, to establish independent elementary schools in sadr towns would be false economy, and waste of power. Zillah schools have thus a double duty to perform. They must supply the higher education needed in feeders to the Canning College, and university classes, and they must also play the part of ordinary village schools. Not merely therefore are they entitled to their share of the cess on the land revenue of the mouzah to which the town belongs; but to cut down their allowance is to rob the agriculturists of their just due. The charge to the cess during the past year was but $\frac{293}{11} = \text{Rs. } 26-10-2$ per school. I am inclined to think that too little rather than too much is given from this source, and that the weak point of zillah schools is, not that they pay too little regard to higher teaching (their own proper sphere), but that in so doing they are apt to lose sight of their incidental duties as ordinary village schools.

28. The following statement shows generally the results of the September examination :—

General examination and its results.

Names of zillah schools.	Percentage of marks gained by				Remarks.
	Entrance class.	First class.	Second class.	Third class.	
Fyzabad, ...	42	53	55	53	
Oonao,	52	53	52	
Seetapoor,	57	54	56	
Gondah,	58	46	
Barabunkee,	50	46	50	
Sultanpur,	55	53	58	
Roy Bareilly,	53	44	44	
Pertabgurh,	43	44	
Hurdui,	50	55	59	
Kheree,	62	49	50	
Baraich,	48	39	

The number of students under preparation for the university entrance class will be detailed subsequently.

Fyzabad alone succeeded in passing the examination. As regards the first class the results are satisfactory. Pertabgurh has indeed fallen

off, but it is very gratifying to find that eight schools should secure a percentage varying from 50 to 62. The second and third classes have also as a whole made good progress.

Change in nomenclature
of classes.

From the 1st October the nomenclature of the classes was changed. The entrance class is now class I and the old classes I to VII are re-numbered as from II to VIII accordingly. At the same time, as will be seen from the schemes appended, a few slight modifications in the text books were introduced, whilst greater attention has been devoted to writing, and to the *bond fide* working out of examples in arithmetic and algebra.

29. For the future, therefore, the sections into which the course for zillah schools was divided in the corresponding para. of last year's report will be modified as follows :—

Section.	Classes included.	Time occupied.
Lower,	VIII to VI,	2 to 3 years.
Middle,	V to III,	3 years.
Higher,	II to I,	2 years.

Scheme of study.

Para 29.

Secretary Home Department No. 691, 25th October 1869, para 9.

I can add nothing to the comprehensive sketch of the scheme of study given last year by Mr. Handford. But I take this opportunity of repeating the explanation given by him to the remark "It is not understood why the vernacular alphabet should be taught in zillah schools. Obviously such a system involves a great waste of teaching power and the result tells in the university examinations."

Teaching *ab initio* a saving, not a waste, of power.

Mr. Handford's explanation was this : " Zillah schools are the ONLY schools at sadr stations, and must therefore teach *ab initio*. It may be necessary at some future time to have three separate institutions, viz., lower, middle, and higher schools, but it does not appear to me to be a matter of much consequence whether the institutions are separate or not, so long as it is clearly shown every year, how many of the pupils are at each stage of the course of studies. This I have always been most careful to show. (*Vide* paras. 29, 30 of my last report). There is no 'waste of power' involved in having junior classes in zillah schools; the waste arises from the upper classes being small, and this would not be remedied in the slightest degree by breaking up the schools into three or two parts; on the contrary, the evil would if anything be increased, for under the present system the head master is useful in superintending the lower classes as well as teaching one of the higher."

"The great defect of our zillah schools no doubt is that the upper classes are small, many of them containing say from six to twelve pupils, whilst a teacher could almost as easily instruct twenty. The practical question is what course should be taken. I have already said it has been the practice in Oudh to remove small classes from the zillah schools to Canning College, in fact to centralize higher teaching and to

avoid waste. Similarly boys are sometimes transferred from the less to the more advanced zillah schools. This transfer system is economical, for although we have to give small scholarships to boys sent away from their homes, we save the expense of separate teaching. It is however only a temporary system. There should eventually I think be a school in each district capable of educating up to the university entrance examination standard, and there is more chance of attracting the richer classes to the sadr schools than to a distant station, however good. The question is whether we should *at present* attempt to teach the entrance course in each zillah school or only in some.

"If we had good boarding houses at Fyzabad, Roy Bareilly and Sectapoor, and a more liberal allowance for scholarships, I should be inclined to retain the two highest classes of the course in these schools only, requiring for some years to come the pupils at other schools to migrate when they have finished the course for class III."*

* Now class IV.

As regards the vernacular alphabet it has been already shown that the elementary education of the agricultural masses is one of the special, though incidental duties of the zillah school. If not learned there it will be learned nowhere.

I venture to think that in zillah schools more, rather than less, attention to the lower classes and dependent branch schools is required. Classes VII and VIII virtually represent the part of *village* schools which the zillah school has to play. The want which has thus to be supplied is shown by the constant demand for fresh branch schools. That these branches should not be separate institutions has more than once been urged. The remarks of the Senior Inspector, Mr. Thomson, will be read with interest.

And an absolute necessity

"The branches are not separate schools of a lower class, under less efficient management, but simply the two lowest classes of the zillah school, for which the head master is as much responsible as for any other two classes. They were originally established because there was not accommodation for so many boys in the central school. But I soon found that the people considered it a great advantage having the class rooms for the smaller boys near their own homes, and I intend immediately establishing another in the eastern part of the city* for the benefit of the corn merchants' children. It is very advantageous having these schools merely classes of the zillah school, and not independent establishments. At present it is every little boy's ambition to get into the same room with the big boys; whereas if the branches were separate schools, both the boys and their parents would look upon the branch school as a complete education in itself. The captain of a branch school would feel very reluctant to begin in a low place in the lowest class of another school."

Branch schools.

* Fyzabad.

The conclusion seems warranted that the zillah schools are fairly entitled to their full share of the cess; that at present, expediency and economy alike demand the incorporation with them of the village school;

Claims and functions of zillah schools.

and that to give elementary education, even from the vernacular alphabet upwards, through their instrumentality is a saving rather than a waste of teaching power. The question of scholarships as a means of centralisation and economy will be considered presently.

Their progress during the last six years.

30. The comparative progress in zillah schools for the last six years is as follows :—

Year.	University entrance class.	Number of pupils in class									Total.	Remarks.
		I	II	III	IV	V	VI	VII	Persian.	Sanscrit.		
1864-65, ...	...	10	80	119	154	301	204	413	...	...	1,207	
1865-66, ...	8	22	57	121	164	310	258	402	10	34	1,395	
1866-67, ...	12	18	97	87	108	244	359	477	...	25	1,427	
1867-68, ...	15	15	95	120	185	229	447	751	11	19	1,800	
1868-69, ...	8	72	134	194	195	273	554	813	29	12	2,284	
1869-70, ...	57	109	201	183	284	344	526	686	...	...	2,390	

Detail of progress during last two years.

A detailed statement for the last two years is also given :—

Year.	University entrance class.	Number of pupils in class									Total.	Remarks.
		I	II	III	IV	V	VI	VII	Persian.	Sanscrit.		
1868-69, ...	8	72	134	194	195	273	554	813	29	12	2,284	
1869-70, ...	57	109	201	183	284	344	526	686	...	...	2,390	

Increase in higher classes marked.

Although the increase in the total number of pupils is only 106, the increase in the higher classes is very marked, and as indicating better quality as well as larger quantity, is most encouraging.

The rise in pupils of the entrance class from 8 to 57; from 72 to 109 in the old class I; and in the old class II from 134 to 201; and the fact that the total increase in the first three classes, resulting from a careful and searching examination, is 153, are sure signs of progress. In the old class III the decrease is only 11.

In the old IV and V classes there is an increase of 160. It is in the two lowest classes that the decrease is marked, and that in the lowest class there should be a falling off of 127 seems to demand comment.

It may be truly said that each district in Oudh possesses a school which fulfils fairly the object of its institution.

Educational Despatch
1854 para. 4.

This object was, "not to train highly a few youths, but to provide opportunities for the acquisition of such an improved education as will make those who possess it more useful members of society in every condition of life." Gradually but surely the zillah schools are merging from

the middle to the higher class ; and all honour is due to the masters who, amidst some discouragements and much drudgery, are imparting to their pupils the higher knowledge which they have themselves sought. If there be a point which seems to require friendly warning, it is that in their praiseworthy ambition to turn out successful candidates for the university entrance examination, head masters must not be tempted to forget that in sadr stations it is from the zillah schools that the want of elementary education for the masses must be met ; and that it is the lower classes and branch schools which represent just that portion of school teaching which Government is most anxious to provide.

The relative position of the eleven zillah schools as regards attendance, fees, and salary is as follows :—

Names of schools alphabetically.	Average attendance during 1868-70.		Percentage.		Fee collections during the year.		Salary of head master.	
	Number	Position of the school.	Number.	Position of the school.	Amount.	Position of the school.		
Baraich, ...	97	11	80	10	655	5	Rs. 175, rising to Rs. 200	5
Barabunkee,	163	5	86	5	480	9	„ 150	6
Fyzabad, ...	396	1	89	2	1,258	1	„ 300, rising to Rs. 400	1
Gondah, ...	240	2	90	1	666	4	„ 100	10
Hurdui, ...	107	10	85	6	430	10	„ 125	8
Kherce, ...	134	9	82	8	317	11	„ 125	8
Oonao, ...	129	7	83	7	504	8	„ 200	3
Pertabgurh,	129	8	78	11	551	6	„ 100	10
Roy Bareilly,	216	3	81	9	735	2	„ 250	2
Seotapoor,...	176	4	88	3	730	3	„ 200	3
Sultanpoor,	145	6	88	4	518	7	„ 150	6

The head master of Gondah, Mr. Daniell, richly earned his promotion to Barabunkee. Fyzabad, Roy Bareilly and Seotapoor, maintain in other columns the position assigned them in the last. The reverse is the case with Oonao. The statement is suggestive.

31. *Oonao*.—The building has been repaired by the Department Public Works and answers well.

BUILDINGS.
Oonao.

Hurdui.—Completion of the new building is an urgent necessity. The Executive Engineer expresses a hope that it will be completed by the 1st June. That the old one will stand the rains is problematical. The Baraich school was finished in June 1869, and in December and January some repairs were made in the Lukhimpoor school, by the Department Public Works.

Hurdui.

Baraich.

32. The following details will be read with interest.

Of the eastern circle the Senior Inspector, Mr. Thomson, shall speak for himself. “Every zillah school has been inspected twice, once during the rains, when the inspection occupied about a week, and once in the cold season, when it occupied two days.”

DETAILED REMARKS ON
ZILLAH SCHOOLS.
EASTERN CIRCLE.
Fyzabad.
Gondah.
Baraich.
Roy Bareilly.
Sultanpoor.
Pertabgurh.

1. Fyzabad.

"The school at Fyzabad continues to be the largest in my charge. Towards the close of last official year the teaching staff was considerably strengthened, and the result has been an increase of pupils and a very decided improvement in all the classes. The numbers have risen from 412 to 475. The average daily attendance has been 89 per cent against 82 per cent in 1868-69. This percentage is highly satisfactory, and I scarcely think it can be improved. The fees have risen from Rs. 987 in 1868-69 to Rs. 1,258, which is better than I expected, considering the high prices of provisions. The general progress of the classes will be seen from the following table :—

	1868-69.		1869-70.	
First Class contained	8	} = 42 upper division	13	} = 70 upper division.
Second do.	11		17	
Third do.	23		40	
Fourth do.	31	} = 118 middle do.	36	} = 190 middle do.
Fifth do.	40		86	
Sixth do.	47		68	
Seventh do.	112	} = 252 lower do.	92	} = 215 lower do.
Eighth do.	140		123	
Total, ...	<u>412</u>		... <u>475</u>	

"At the last entrance examination of the Calcutta University six pupils presented themselves, but only three passed. I am sorry to say our prospects for the present year are not bright. The first class contains thirteen boys, but most of them are dull, and as the English course is of unusual difficulty, I fear no amount of care and labour on the part of the masters will enable more than four or five to pass. All the other classes are well grounded as far as they have gone, and after the present year Fyzabad school will be able to send up a large and good class annually.

2. Sultanpoor.

"At the close of the year this school had only 192 boys against 212 at the close of 1868-69. The falling off however is more apparent than real. Sultanpoor contains a considerable number of banyahs, who wished their boys taught only Kyathí, and a Kyathí class had been kept up since the school was established. A few of the boys were afterwards induced to learn Urdú or Hindí and English, but most of them left as soon as they could write Kyathí. When I found there were more boys than the school could hold or the master teach, I considered it time to discontinue teaching a barbarous system of writing; and ordered that only Urdú and Nagri were to be taught. This led to the withdrawal of 20 or 25 boys. Their parents however are very well able to pay for their education, and as a little writing, such as it is, is indispensable to them, they will be taught in indigenous schools the same as before, but wholly at their parents' expense. In one respect the withdrawal of these boys has been gain. They were often kept at home on market days to assist in the shop; and this made the average daily attendance low. It has risen during the year under report from 83

“ per cent to 38 per cent, which is satisfactory. There has also been a
 “ slight increase in fees *viz.*, Rs. 518-6-0 against Rs. 510-0-0 in 1868-69.
 “ The progress of the classes in their studies will be seen from the follow-
 “ ing table :—

	1868-69.		1869-70.
First Class contained	0	} = 17 upper division	8
Second do.	8		14
Third do.	9		15
Fourth do.	18	} = 71 middle do.	24
Fifth do.	29		20
Sixth do.	24		25
Seventh do.	43	} = 124 lower do.	43
Eighth do.	81		43
Total.	212		192

“ This is the first year that all the classes have been at work in this
 “ school. The first class is intelligent and well taught, and I shall
 “ be disappointed if at least half of them do not pass the university
 “ entrance examination in December next. All the lower classes are in
 “ good order, and we shall have a class prepared for the entrance exami-
 “ nation every year in future.

“ There have been several changes among the teachers of this
 “ school during the year. These changes, though unavoidable, have not
 “ been favourable to the school's progress, and it is very creditable to the
 “ head master that the school has not only not fallen off, but steadily
 “ improved. Baboo Madho Sudun displays the same good sense and dili-
 “ gence as in previous years.

“ This school has fallen off considerably during the year, as there are
 “ only 142 boys against 171 at the close of 1868-69. The average at-
 “ tendance has been 78 per cent of the number registered. It ought to
 “ have been 6 or 7 higher. The fees have fallen from Rs. 590-4-0 in
 “ 1868-69 to Rs. 562-2-0 in 1869-70. This decrease is due partly to
 “ the ill health of the head master, and partly to the high price of provi-
 “ sions. In 1868-69 the head master had to take six months sick leave.
 “ After his return he was far from well, and in January last he had again
 “ to take sick leave for a year. Baboo Chundra Mohun Mookerjee, third
 “ master of Fyzabad school, is officiating head master, and I expect great
 “ improvement under his management. Two or three of the assistant
 “ masters have not been working well, and if there is not greater diligence
 “ in future, I must dismiss some of them. It will be seen however, that
 “ the falling off has been chiefly in the lower classes, and is therefore due
 “ to the high prices of the necessaries of life. In previous years parents in
 “ villages five or six miles away sent their sons to the zillah school, hoping
 “ to be able to keep them on, till they had learned something of English.
 “ But this year they find themselves obliged to be content with a village
 “ school education, which can be had in every part of Pertabgurh district
 “ for little or nothing. I should not have considered the decrease of

3. Pertabgurh.

" numbers required much remark had the classes been well taught,
 " This however is not the case, for they are in fact worse taught than at
 " any time during the past four years, which is very unsatisfactory. The
 " progress of the classes will be seen from the following table :—

	1868-69.		1869-70.
First Class contained	0		0
Second do.	2	} = 8 upper division	0
Third do.	6		11
Fourth do.	9	} = 57 middle do.	13
Fifth do.	23		21
Sixth do.	25	} = 106 lower do.	20
Seventh do.	57		41
Eighth do.	49	} = 77 lower do.	36
Total ...	171		142

" It will be seen that in 1868-69, there was a second class of only
 " two pupils. These were young talukdárs, who could not leave the dis-
 " trict, as they had to look after their estates; but who wished to prosecute
 " their studies up to the standard of the entrance examination. Early in
 " the present year one of them, Rája Chhitpál Singh, chief of the
 " Surajbansi clan, got a very severe attack of small pox. The other, Rao
 " Moheshbuksh Singh, lost heart when left alone, and so neither of them
 " prepared for the university examination. Both have received a very
 " fair education, and take much interest in the village schools on their
 " estates, as well as in the zillah school where they were educated. This
 " year a second class of four boys was formed, but as I considered it un-
 " economical to keep up a class for so few, I sent them to Sultanpoor school
 " on scholarships.

4. Roy Bareilly.

" This school has risen from 235 to 249, as great an increase as was
 " to be expected. The average daily attendance has been 81 per cent.
 " This is fair, but I should like to see it 4 or 5 higher. The fees have
 " risen from Rs. 564-6-6 to Rs. 735-6-0, and I believe they cannot now be
 " much increased without forcing a good many boys to withdraw. The
 " progress of the classes will be seen from the following table :—

	1868-69.		1869-70.
First Class contained	0		5
Second do.		} = 29 upper division	13
Third do.			23
Fourth do.		} = 75 middle do.	21
Fifth do.			30
Sixth do.		} = 132 lower do.	43
Seventh do.			46
Eighth do.		} = 114 lower do.	68
Total .	235		249

"This is the first year that a class for the entrance examination has been formed here. There are five boys in it, of whom three have every chance of passing in December next. All the other classes have also been well taught.

"Like Fyzabad school, this school consists of a central school and three branches. I have already explained the relation of the central school to its branches. I would have thirty more boys in the central school here were there room for them to sit, but notwithstanding the addition made to the building in 1868-69, it is now overcrowded.

"During the year, the excellent second master, Pundit Prithi Nath, died of cholera. In him, we lost a very good man; perhaps the best of the younger teachers in the department. Múnshí Juggul Kishore, who did good work at Sultanpoor, has been appointed in his place. Mr. Walsh's skilful management and thorough teaching are evident in the healthy condition of the school. I have also been well pleased with the diligence of the third master, Múnshí Muzhar Hosein.

"The numbers here have risen from 252 to 308. This school is now the second largest in my circle, and there is none better managed. The average daily attendance has risen from 89 per cent to 90 per cent, and better attendance cannot be expected. The fees have amounted to Rs. 666-5-9 against Rs. 533-8-3 in the previous year. I believe they cannot be raised much higher for some time. Mr. Daniell is a popular head master, and I have heard all the people speak highly of his courtesy and diligence. But they generally add that he is very rigorous in exacting as high fees as possible and having them regularly paid.

Gondah.

"During the year all the classes have made very good progress, as will be seen from the following table:—

	1868,69.		1869-70.
First Class contained	0	} = 7 upper division	0
Second do.	0		7
Third do.	7		25
Fourth do.	32	} = 91 middle do.	19
Fifth do.	22		32
Sixth do.	37		61
Seventh do.	50	} = 164 lower do.	75
Eighth do.	146		89
Total,	252		308

"The highest class here is the second. It is not large, but the boys are intelligent, and have been very carefully taught. I hope they will continue their studies till the entrance examination of 1871, as there is every probability of their passing. All the other classes are in excellent order, and next year will see the school fully developed.

"I have frequently expressed the high opinion I have of Mr. Daniell as a school master, and I am sorry that frequent illness renders it necessary to transfer him to another school. When he came here two years ago the school was in ruins. He has more than doubled the numbers, and he leaves it in a flourishing condition.

"This department is under great obligation to the local committee of public instruction here for the hearty interest they have taken in this as well as in all the other schools of the district.

6. Baraich.

"The numbers here have increased during the past year from 84 to 140. Indeed they were so low at the close of 1868-69, that they must have gone up under almost any sort of management. The fees have risen greatly, viz., from Rs. 269-10-0 to Rs. 654-7-0. The progress of the boys is shown in the following table:—

	1868-69.		1869-70.
First Class contained	0		0
Second do.	0	} = 6 upper division	6
Third do.	6		7
Fourth do.	21	} = 31 middle do.	11
Fifth do.	0		11
Sixth do.	10		25
Seventh do.	18	} = 47 lower do.	41
Eighth do.	29		39
Total,	84		140

"This school is by no means well taught. When I inspected it in March I found that the lower division, that is nearly two-thirds of the boys were being very much neglected. The head master was labouring to prepare the first 6 boys for the Entrance Examination of 1871, and leaving the other classes to look after themselves. Were there a boarding house in connection with one of the other zillah schools I would send the boys there, so that the head master might not have this temptation to neglect the most important part of his duty. But I hesitate to send boys away from their houses without the means of supervising their general conduct as well as their studies."

"Baraich is the largest town in this circle except Fyzabad, and the school attendance should be in proportion. It affords a much better field than either Sultanpoor, or Gondah, but I fear much that under the present head master the school at Baraich will not equal either of these for several years. The head master is not wanting in diligence, but greatly wanting in skill."

General remarks.

"During the past year the zillah schools have had all the success that was to be expected. They have steadily though slowly increased in numbers. No great increase can now be expected as the numbers will be limited, first by the number of parents able and willing to invest so much capital as is implied in seven or eight years education, and

secondly by the sort of pay young men who have received an English education can obtain. Hitherto our pupils have had no difficulty in finding remunerative employment, but the supply of English speaking young men seems now to be equal to the demand. The number of people in towns able to keep their sons at school for seven years is not great; and the high price of provisions during the last two years has made it smaller than before. The classes that have money viz., the mahájans and banyas have few dealings with Europeans and do not consider an English education a good investment for their money. But as more and more of our pupils are seen rising to honourable situations, more and more of the people will make an effort to give their sons the education that qualifies them for such promotion."

"If the numbers have not greatly increased the scholars have made good progress. In Fyzabad, Seetapoor, Roy Bareilly and Gondah, the average progress is much higher than in any previous year the classification is better, and the teaching more thorough, Baraich is also somewhat better, while Pertabgurh alone has been falling back. In November the Bishop examined the schools at Roy Bareilly and Sultanpoor. He expressed himself well pleased with the latter and spoke very highly of the former. As his Lordship sees the schools of so large a portion of India his remarks will carry great weight. I consider we must now look more to the quality of the education than to the number of scholars. Thorough and economic teaching in zillah schools appears to me not only more easily attainable but more desirable than a sudden increase of boys."

"Fees have greatly increased. I cannot however recommend Head Masters to press for a great rise during next year. In some instances they may be augmented but on the whole they are as high as the people can afford to pay."

"The school buildings are all in good order but most of them require to be enlarged. Sultanpoor, Roy Bareilly and Gondah are very much overcrowded."

"The school libraries have been increased by 80 or 100 volumes each during the year, most of these books are suitable for boys reading at home. The Roy Bareilly boys are the keenest readers, but those of Fyzabad and Gondah also read a good deal."

Clear progress has been made. The constant care and close supervision of Mr. Thomson have led to substantial and gratifying results.

33. The western circle was under the immediate control of Mr. Handford. His labours remain. His record of them is wanting. His journal bears daily witness to the minute care and the untiring energy which he bestowed upon his charge. But he seems to have reserved for the Annual Report his comments on their results.

WESTERN CIRCLE.
Oonao.
Baraburkee.
Seetapoor. •
Hurdul.
Kheree.

The following extracts and remarks passed upon the reports of the head masters can but poorly supply the place of his customary review drawn from an intimate practical knowledge and a wide and ripe experience.

Zillah Schools.

Munshi Durgá Parshád, the Junior Inspector, writes as follows :—

“ Of the zillah schools in this circle 5 in number it is gratifying to observe that all of them are well fed from the middle class institutions and have got a respectable first class each, the students of which prepare themselves for the Entrance Examination of the Calcutta University to be held in December next. I have examined on my tour most of these students, some 32 in number, and am led to believe that in general they will do credit to themselves and to the department to which they belong. The lower classes of these schools as well as branches to them are also well proportioned and getting on very satisfactorily on the whole. Last year I was not satisfied with the state of the lower classes and branches of the school at Nawábganj but I am glad to notice this year its staff is revised by you and that the institution is now fast improving both in studies and numbers.”

Oonaoo.

Oonaoo.—The roll has risen from 172 to 186. The fall in the average

Classes.					No. in class at close of 1868-69.	No. in class at close of 1869-70.
I,	...	...	...	...	7	6
II,	...	...	...	...	19	14
III,	...	...	...	...	16	21
IV,	...	...	...	...	14	14
V,	...	...	...	...	19	11
VI,	...	...	...	...	31	22
VII,	...	...	...	...	57	34
VIII,	...	...	...	...	...	61
Total,					163	186

of daily attendance from 147 to 129 and of the percentage from 84.5 to 82.9 is attributed to an outbreak of cholera during the rains of 1869 which drove large numbers of the pupils from the station. All classes were at work. The promotions which resulted on the September Examination are given in the margin.

The 20 pupils in the two first classes contrast favourably with the 7 in the 2nd class in 1868-69.

Fees have risen from Rs. 457-11-0 to 504-6-0. An additional English master is much wanted. It may however be open to consideration whether the want can be legitimately supplied from imperial funds. The old dispensary has done duty as a boarding house, and though scarcely adequate has provided shelter for 20 boarders of whom 14 hold scholarships. Only one branch school has been at work. The opening of 3 more at an early date will go far towards meeting an apparent deficiency in elementary education. The head master Bahú Sítal Per-shád Gúpt is alive to his responsibilities, and has found in Colonel Chamier a ready counsellor and kind friend.

Nawábganj Barabunkce.

Nawábganj. This school has not as yet fulfilled the requirements of the place, which with Barabunkce numbers 14,489 inhabitants, and which had a branch school in a large neighbouring village Barail, itself a small proprietary taluka. This branch has been discontinued from the shortness of local funds. Meer Wajid Ali the old head master resigned during the course of the year. His successor Baboo Ram Mohan Banerjca, B. A., did his best to remedy irregularities into which the school had fallen and to introduce a stricter discipline.

In the hands of Mr. Daniell, recently transferred from Goadah, where his services were warmly appreciated by Mr. Thomson, there is reason

to expect that the school will be placed on a satisfactory footing. The percentage of daily attendance has risen from 82 to 86, and fees from 462 to 481, but the attention of the Junior Inspector has been called to the attendance, the fees, and above all to the urgent necessity of meeting adequately the wants of primary education in the shape of branch schools. The utter want of action on the part of the local committee has been marked, while there is much room for its exertions. Mr. Glynn, the Deputy Commissioner, Missr Canouji Lall, the tahsildár, and the head clerk in the Settlement, Baboo Kali Kishun Chatterji have each taken an interest in the school, and there is every reason to hope for good progress during the current year. There are six stipendiary boarders from tahsíl schools, whose conduct is most favourably reported on. Even for so small a number the present building is scarcely adequate.

The zillah school at Seetapoor has the advantage of a head master, Baboo Ram Chandra Bose, whose heart is in his work and who carries his fellow teachers with him of the cordial support of the official community; and of the neighbourhood of wealthy and intelligent talukdars. The newly established literary institute, the Tahzeeb-i-Seetapoor has also had a favourable influence on the school. A slight falling off in the average attendance throughout the year is attributable to special causes, the outbreak of cholera, and the transfer of a branch school from the sudder bazar to Ismailgunj.

Seetapoor.

The fees show a satisfactory rise; but, notwithstanding the interest taken by all classes in the school, the talukdars and wealthier landowners do not avail themselves of its advantages for their own sons, and evince a desire for special classes on their own behalf. The legitimate gratification of this feeling should ultimately be sought in local rather than in imperial funds. A self supporting class, reserved for pupils whose rank may entitle them to the distinction, may be deserving of consideration.

The demand of the head master for less vernacular and for more English education is perhaps natural. The truer want is education for the masses: a point on which it could have been wished that more details had been given in the head master's report. As an instance of one of the discouragements which masters have to undergo, it may be observed that there have been during the year 228 admissions and 199 dismissals: the latter occasioned mainly by the migratory habits of a considerable portion of the population, and the frequent transfer of Government officials from the station.

Classes.	At the close of 1868-69.	At the close of 1869-70.
I.	0	7
II.	10	11
III.	13	18
IV.	24	11
V.	36	19
VI.	19	18
VII.	57	47
VIII.	86	82
Total, ...	228	213

The results of the September examination were as per margin. Promotions were largely earned and the higher pupils obtained marks amounting to nearly 75 per cent in almost every branch forming the subject of examination.

The following is the testimony of the Lord Bishop of Calcutta. "The tone and discipline of the school are good and a credit to the head master." Various officers have recorded their appreciation of the head master, Baboo Ram Chandra Bose, and the school is clearly in excellent hands.

Hurdul.

From Hurdul, a village rather than a town, too much in either attendance or fees should not be looked for. The results of the examination are favourable. The head master points out that the agricultural classes lose heart on finding that two years is far too short a time for the acquisition by their sons of the English language, the royal road to advancement. By the amlah the school is keenly appreciated.

Sickness and the closing of the Maholia branch account for slightly diminished numbers. These in their turn raise the average cost per pupil. Accommodation is urgently required for boarders who at present are most unsuitably lodged in the bazár. The completion of the new building by the Department Public Works, before the ensuing rains is earnestly to be desired. That the old one will stand against them is problematical.

In the heart of an agricultural population, sound vernacular rather than incomplete English teaching is what is wanted. But the doctrine is popular with neither masters nor people.

Kherce.

In Kherce, increased numbers have been accompanied by steady attendance so that the percentage remains the same. The fees show a satisfactory increase: 64 dismissals to 82 admissions (78 per cent) point to the migratory nature of pupils, and seem to show that the school has not acquired a firm hold on the inhabitants.

During the last five years the number on the rolls and the average daily attendance have risen from 90 and 79 to 159 and 134 respectively. During the same period fees have risen from Rs. 96 to Rs. 317. The promotions following on the September examinations are given in the margin. The head master points out with commendable satisfaction that an old pupil of the school, Nanuck Chund, who left it for the Candling College at the end of 1867, passed the late University Entrance Examination, and obtained the reward of Rs. 500 offered by the Secretary of State.		
Classes.	At the close of 1869-70.	At the close of 1869-70.
I,	0	4
II,	5	7
III,	10	9
IV,	6	10
V,	11	18
VI,	22	21
VII,	29	46
VIII,	58	44
Total,	141	159

The branch school of Kherce is reported as having made fair progress.

Libraries.

35. Libraries. The grant of Rs. 2,750, (250 for each of the zillah schools,) from general savings, noticed in the corresponding para. of last year's report has borne good results.

Boarding Houses.

An early settlement of this important question is much to be desired. The general deficit has led to an inquiry, still pending, as to whether nazul houses available for the purpose may not forego the necessity of a large outlay on building. As part of the system of scholarships, boarding houses demand early attention.

B.—MIDDLE CLASS SCHOOLS.**(1) *Anglo-Vernacular.***

36. There are 18 schools of this class, that of Salone having been discontinued, as was stated in last year's report. Of eleven the whole establishment is paid by Government, of the remaining seven the vernacular teachers are paid from imperial funds, and the English establishment from subscriptions, aided in five cases by Government grants-in-aid.

Anglo-vernacular.

Their statistics for the last six years are as follows :—

Statistics for last six years.

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil.			
										Total cost.	Cost to Govt.		
A. V. T. Schools.	1864-65	18	1548	...	972	...	Rs. 541	Rs. 20344	Rs. 13472	Rs. 20	Rs. 14	Rs. 10	Rs. 13 13 9
	1865-66	19	1907	1711	1424	83	1056	28590	19455	20	1	3	13 10 7
	1866-67	19	2072	1899	1593	83	1186	25938	17168	16	4	6	10 12 5
	1867-68	20	2258	2174	1716	78	1581	32020	23284	14	11	8	10 11 4
	1868-69	19	2164	2149	1775	82	2043	30510	22318	13	15	0	10 3 4
	1869-70	18	1840	1905	1599	81	1945	26809	20389	13	10	3	10 5 11

A detailed statement for the two last years is also given :—

Details for last two years

Institutions.	Number of pupils on rolls at the close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil.			
								Total cost.	Cost to Govt.		
19 Anglo-Vernacular Takail Schools 1868-69,	2164	2149	1775	82	Rs. 2043	Rs. 30510	Rs. 22348	Rs. 13	Rs. 15	Rs. 0	Rs. 10 3 4
18 Do. do. 1869-70,	1840	1905	1599	81	1945	26809	20389	13	10	3	10 5 11

37. In each head but the "average cost per pupil," the last year's returns show a falling off. For this the reduction of the Salone school only partially accounts.

Course of studies.

38. According to the new scheme described in para. 29, the course of studies corresponds with that of classes IV to VIII in zillah schools.

Classes.

The number of pupils in each class at the close of the last six years was as follows :—

Institutions.	Year.	Number of institutions.	Number of pupils in classes.					Total.
			I	II	III	IV	V	
A. V. T. Schools.	1864-65	18	21	150	328	397	652	1548
	1865-66	19	115	245	412	418	687	1907
	1866-67	19	81	192	276	528	995	2072
	1867-68	20	84	218	285	517	1124	2258
	1868-69	19	146	189	336	517	976	2164
	1869-70	18	147	209	291	489	704	1840

Results of examination.

The following is the statement of classes based on the September examination for the last two years.

Institutions.		Number of pupils in class.					Total.
		I	II	III	IV	V	
19 A. V. T. Schools	1868-69	146	189	336	517	976	2164
18 A. V. T. Schools	1869-70	147	209	291	489	704	1840

39. Keeping in view the broad principle that the main object of Government is, by means of village schools to give elementary education to the masses; and that the higher class of education is to be sought in zillah schools, (an object for which, scholarships and boarding houses may be hoped to supply the means); it must be expected that the anglo-vernacular schools will assume less and less importance in proportion as their more promising English pupils are absorbed by zillah schools.

Position of these schools in general system.

It will not be a source of regret, if, as time goes on, the English element be concentrated in the zillah schools; and the middle class schools devote more of their resources to superior vernacular education. This was clearly recognized and very clearly put by Mr. Handford in the corresponding para. of last year's report.

Judged from this point of view, the returns seem satisfactory. The apparent falling off in the lowest classes may deserve attention in so far as these classes represent the only elementary education open to the masses in the towns where these schools are situated.

Nor should the claims of town schools to a share in the cess, as being also village schools, be lost sight of.

40. The following details of this class of schools, in the Western circle are suggested from such sources of information as are at command. Moonshee Doorgapershad, the Junior Inspector, reports as follows.

DETAILS.
Western circle.

Anglo-vernacular Tahsil schools.

Durriabad.

Hydergarh and Rámnagar.

Durriabad again.

Vide letter No. 1748, dated 16th Feby 1870.

Rodouli.

Rámnagar.

"There are now 11 Anglo-Vernacular Tahsil Schools in this circle instead of 10 at the close of the preceding year, the one at Hydergarh having been lately transferred to this from the eastern circle. With 3 exceptions I visited them all, and was in most cases satisfied on the whole with the progress made during the year. I was rather disappointed in the school at Durriabad, where two of the subordinate teachers I found in an intrigue against the head master who failed through their machinations I suppose, to keep up the school in good order, your stringent and strict orders however in the case above alluded to, transferring the head master and reducing the pay of his antagonists have had the desired effect, and the school, I hope is being restored to its pristine vigour. I was not satisfied also with the English Departments of the schools at Hydergarh and Rámnagar, Zillah Barabunkee, as the people there with the exception of a few cases, do not at all evince an earnest desire for the study of English which might therefore be dispensed with in those institutions to the advantage of more popular vernacular education in the district. The school building at Hydergarh requires some petty repairs with an out-house and a necessary for the use of its servants and students."

Serious notice was taken by Mr. Handford of this school. "It is quite clear the masters have forgotten their duty to the school and department in which they are employed and have for some time past wasted time and energy in quarrelling with each other. As a consequence serious injury has been done to the school, the pupils have become dissatisfied and disrespectful, and the numbers in the two senior classes have fallen to six and five respectively."

The head master Beshashur Dyal was removed, and the 2nd and 3rd masters reduced.

The new head master is alive to the deficiencies of the school and is doing his best to remedy them. He reports the branch school as working well.

Mr. Handford on his inspection noticed an improvement in the school. The head master's report on some of the lower masters is not favorable, and the fact that the people are withdrawing their pupils for private education seems to show that the school has not yet secured a firm hold on their esteem; among many, however, the improved English education is thoroughly appreciated.

The head master's report bears out the want of appreciation of English education on the part of the people "many of whom even think it a sin to read English." He also notices the effect of removing the

head quarters of the tahsíl from Rám-nagar to Futtehpoor. He bears testimony to the interest shown by the Police Inspector Nizam-u-dín, but writes like a good man out of heart.

The expediency of closing this as an Anglo-vernacular school will be specially considered.

I gladly record Mr. Handfords' remarks in November. "Examined the classes and found all going on well, decidedly improved since last year."

Hydergarh.

Similar remarks may be made as regards the school at Hydergarh. The head master honestly acknowledges that his anticipations have not been realised.

He adds, "the present Tahsildár, Múnshi Sham Behareo Lall, is a great friend of education and always takes interest in the welfare of the school." I take this opportunity of recording my high sense of the honesty with which the head masters generally record the results of their yearly labours, and my sympathy with their feeling that, too often, their labours seem thrown away. A sensitive, laborious, and conscientious set of men, they peculiarly deserve kindly encouragement from officers on tour.

Purwah.

The building is commodious, but there has been a falling off in attendance. The causes are attributed partly to poverty; mainly to the closing of the branch school; and partly to the draft of higher pupils to the zillah school at Oonao.

The last is a cause of satisfaction, but the falling away of 79 boys in the two lower classes, though met by a rise of 15 in classes III and VI, calls for attention. Elementary education seems again wanting, and in a town of 10,880 inhabitants, must be supplied.

Biswah.

The head master furnishes a full report. In November Mr. Handford found all the classes doing well; not quite up to the mark in Urdu, writing, and arithmetic. The closing of a branch school and the falling off in the lower classes must also here be noticed. The average percentage, 84, is good. The head master points out the encouragement given by parents to their sons to stay away on local holidays and on excuses of every kind, and a word from the district officers to the leading landholders might not be without effect. The fees show a satisfactory rise from Rs. 119 to 141.

The head master's energy in the collection of these fees savours of zeal without discretion. "The number of free boys on the rolls and those who pay the minimum rate ($\frac{1}{2}$ anna) are growing beautifully less and less, and I hope that none of them will deface the register by next year."

The falling off in pupils is 37, that of the two lower classes 51. Elementary education it may be feared is neglected. The higher classes are well looked after. The existence of a school sub-committee of which the officiating Deputy Commissioner, and Commissioner were, to judge from their reports, apparently unaware, is brought to light by the head master.

It held one meeting, "but all the Talukdárs and respectable members of Biswah (with one exception) were among the absentees. We had a fair discussion on the probable causes which hinder the progress of the school for a full hour and then the meeting was dissolved. We anticipate something intrinsic and substantial in the next time."

He begs to draw attention to the cordial and lively interest which Mirza Mahmud Beg the Tahsildár takes in the prosperity of this school.

"It is a blessing to the school to have such a Tahsildár here, and I hope better results will issue forth through his hearty and friendly co-operation."

When closing of branch schools have been so frequent, it is pleasant to find that the old branch school at Shahabad has continued to supply boys well up in the Urdu course of both the 8th and the 7th classes.

Shahabad.

This school with its 163 pupils can most inadequately supply the wants of the 18,254 inhabitants of Shahabad.

The number of pupils has increased from 129 to 148. The distress of the inhabitants during the year was excessive, and the prejudice of the old "Sáyads of Bilgram" in favour of Arabic and Persian is not surprising. That the school should have held its own is satisfactory. The average attendance has risen from 109 to 128, and fees were 184-10-6 as against 172-5.

Bilgram.

The cost of each pupil shows a decrease. 4 of the 2nd class got scholarships, and 7 were transferred to the zillah school. An additional branch school has been added. The two branches contain 45 boys and are flourishing. The school shows well; the head master, Munshi Imdád Hosein, earned his promotion of Deputy Inspector, and his successor shows an interest in his duties. He is, I observe, a Bengali. The town contains 11,534 inhabitants, and special means should be taken for attracting to the school the children of the respectable Musulmáns.

The head master took charge in October when he found the school in a disorderly state. "Of 114 boys on the register, 33 were absent."

Sandiloh.

Failing in securing attendance, the new master struck 24 off the rolls. His efforts towards conciliating the inhabitants secured 31 fresh pupils, and among them the sons of the Tahsildár, the Thanadar, the Native Doctor, and the Kanungo.

The examination and general conduct of the boys is favourably spoken of. Two branches are doing fairly. Accommodation appears insufficient.

The old story is repeated. "The town is mostly populated by Mahomedans and Kyaths who pay little attention to the subjects taught in the schools, whilst the leading classes such as shop-keepers and drapers who come to the school are in the habit of leaving it as soon as they have learnt a little smattering of Nagri and Arithmetic whereby they are considered by their guardians fit for their business." "None of

"the Talukdars of Sandilah take interest in the school matters, nor does any of them ever visit the institution except at the time when the arrival of any district officer in the school is reported to them." The Tahsildar, Mahomed Karim Khan, is an exception and has been of much assistance to the head master.

The Head Master is doing well, but the school must expand to satisfy the wants of 15,511 inhabitants.

Mohumdee.

The Mohumdee school has held its own.

The late I (old III) class boys, 8 in number, passed their examination so creditably and successfully that all of them were promoted to class III (new scheme) of the zillah school; but, with one exception, could not owing to the scarcity of scholarships, go to the zillah school. The accommodation requires extending. The population of Mohumdee is only 6,861, and the school seems to work well.

Golah.

I agree with the Head Master in thinking that "this school should be converted into a vernacular town school, and no more waste of labour allowed."

There seems to be no scope for English education or likelihood of increased fees. Pundit Ganga Pershad the Tahsildar has aided the master readily.

On the whole, the schools seem to have worked fairly, but concentration of English teaching in a few promising pupils who by their own resources or by the help of scholarships can complete their course in the zillah schools, and a reduction where this cannot be effected, seems to be the conclusion to be drawn from the reports on Anglo-Vernacular schools. Attempts too ambitious appear to have resulted in partial failure.

A great deal of honest work has been done; and the system rather than the material seems to demand consideration.

Eastern Circle.

41. I give Mr. Thomson's report *in extenso*.

ZILLAH FYZABAD.

1. Akbarpoor.

"Section II. English Town Schools. At the close of this year there are in Akbarpur school 76 boys against 83 at the close of the previous year. After the General Examination in September last, 8 boys were transferred to Fyzabad Zillah School, which accounts for the decrease. There are still more boys than the present wretched school building can hold, and it is impossible to say when the new building will be ready. The average daily attendance has been 79 per cent of the registered number which is fair. The fees have amounted to Rs. 83-14-0 against Rs. 91-0-0 in 1868-69. The Head Master, Munshi Ram Golam, is a careful teacher, but too easy with truant boys and parents that do not pay their fees. The boys did very well at the General Examination and when I inspected the school in November I found all the classes making satisfactory progress. The classification is as follows. I Class—14 boys, II—14, III—17, IV—18, V.—18.

"The numbers here have risen from 93 to 100, the fees from Rs. 101-4-0 to Rs. 122-14-0, but the daily average attendance has fallen from 84 per cent to 81 per cent. At the General Examination the school did well and 6 boys were transferred to the zillah school. The teachers here are all most attentive to their duties. The Head Master, Munshi Rám Pershád, has just been promoted to the 3rd mastership of Fyzabad Zillah School. Pundit Parshotum Dás and Munshi Surju Prasád have done their duties to my complete satisfaction : when I inspected the school in November I found all the subjects had been carefully taught, especially arithmetic and the vernacular.

2. Tándah.

"There is also a Hindí School in Tándah for the children of banyas &c., which is supervised by the head master. It contains 32 boys who have paid Rs. 23-5-0 as fees during the year. The average attendance has been 84 per cent which is very good for boys of this class. The boys are taught writing and accounts quickly and cheaply, and their parents consider any thing beyond this unnecessary if not mischievous.

"In the English school the classes are as follows :—

"I class—12, II—11, III—17, IV—31, V—29.

"Considering the difficulties under which the people of Tándah have laboured during the past year, the progress of the school is satisfactory. Almost all the inhabitants are engaged in the manufacture of cotton cloth, and while the price of food has doubled or trebled, the price of cloth remains as it was. Many people have left the town and gone to the cotton factories at Bombay, while those who remain find so much difficulty in earning a living that they have little time to think of education."

When the time has come for an industrial 'technical' school, Tandah, with its cloth trade, and its inhabitants of 13,543, should prove a promising locality.

"The school at Jais has fallen off both in attendance and fees during the year. There are now only 87 boys against 108 at the close of 1868-69. The fees have amounted to Rs. 77-11-0, whereas in the previous year they amounted to Rs. 93-8-6. This falling off is due to the removal of the tahsil and thana from Jais. Several Government servants connected with these establishments, sent their children to school and when, as sometimes happened, the tahsildár took an interest in education he persuaded many of the people of the town to send their sons. At last general examination eight boys of the first class were found fit for promotion. Three of them got scholarships and are now reading in the zillah school, the other five being unable to go at their own expense have discontinued their studies. I inspected the school in December and found all the classes well taught. All the masters do their work carefully and diligently."

ZILLAH ROY BAREILLY.
3. Jais.

"The classification is as follows :—

"I class—10, II—14, III—20, IV—23, V—20.

4. Inhona.

"The school here has also fallen off and partly for the same reason, but partly also from the negligence of the head master. There are now only 60 boys against 85 at the close of last year. The fees have fallen from Rs. 74-2-6 to Rs. 45-12-0. I have already reported that I do not consider Pundit Ruttun Náth fit for a head mastership, and that there can be little hope of the school's improving under him. At the general examination the school did fairly, and four boys were found fit for promotion to the zillah school. The classes are at present as follows :—

"I class—8, II—10, III—9, IV—17, V—16, total 60.

"This school remains nearly as it was during the previous year.

ZILLAH GONDAN.
5. Utroula.

"There are 91 boys on the register against 95 at the close of 1868-69, but the average daily attendance has been 78 against 76, and the fees have risen from Rs. 101-12-6 to Rs. 126-2-6. I inspected this school in February, and was dissatisfied with the teaching generally and with the English in particular. The pronunciation was bad and the translation formerly so good in this school, was unidiomatic. The new head master Munshí Jageswur Prasád, who managed Inhona school very well, has not been teaching so carefully as his predecessor Munshí Debi Singh did. The second master, however, did a great deal of mischief. He was transferred from Nánpárah for quarrelling and inefficiency, and he had been here but a short time when he took to making mischief again. In the first instance I fined him, but finding that had no effect, I dismissed him. I expect the school will now make progress.

"The classification is as follows :—

"I class—0, II—17, III—19, IV—23, V—32.

"There is no first class as the boys were transferred to the Zillah School.

6. Nawábganj

"This school has not done well during the last year. There are only 106 boys against 130, but as 106 is twice as many as the present school building can accommodate there is, perhaps, no great reason to be dissatisfied on this account.

"The average daily attendance has been very unsatisfactory, only 64 per cent., and the fees have fallen from Rs. 114-12-0 to Rs. 93-2-6.

"In my last report I stated that I did not consider the head master competent to have charge of a school, and he taught so badly, that towards the close of the year he had to be dismissed.

"The classes are as follows :—I Class—0, II—8, III—6, IV—19, V—73, total 106.

"After the General Examination there was a first class of five boys, but when I inspected the school in February I transferred two to Kyzabad Zillah school and reduced the other three to the second class. The number

“ of boys in the last class is immensely too great. This is partly due to the master’s negligence, but also to a considerable degree, to the apathy of the parents. Almost all are hanyas, who consider that when a boy can write names and numbers his education is complete. Almost as soon as boys are fit for the fourth class they are withdrawn.

“ In 1868-69 this school did very poorly. The head master was suffering from consumption and not able to work energetically, and the subordinate masters were negligent. In October, the head master had to take sick leave and go to his native town, Futtehgurh, where he shortly after died. Munshi Lachman Pershad, who officiated for him, continues in charge. He works hard, has made the boys attend more regularly, and increased the amount of fees. There are now 106 boys against 100 at the close of 1868-69, and the average daily attendance has been 84 per cent. ; whereas in the previous year it was only 68 per cent. The amount of fees has risen from Rs. 46-8-0 to Rs. 68-5-0 ; this is still very small. The classification is as follows :—

7. Colonelganj.

“ I. Class—0, II.—7, III.—15, IV.—30, V.—51.

“ I inspected this school in March. Though still inferior to most of the English town schools it is decidedly better than in previous years. All the masters appear to be working diligently.”

“ English town schools have continued this year pretty much as they were last year. The numbers registered are slightly less, but the daily attendance is as good. There is a greater proportion of boys in the higher classes, and the teaching is on the whole better. It will be necessary after next general examination to enlarge the scheme of studies, that is to have six classes instead of five. When boys have finished the present town school course they are still three years from the entrance examination, and there is always considerable uncertainty as to whether a boy will be able to pass at the end of three years or not. If he read another year, it would be comparatively easy to say whether he could prepare in two years or not. It would also reduce parent’s expenses. It costs little to educate boys while they come home every evening, but a good deal when board has to be provided separately as well as education. Another class will of course involve additional expenditure. But teachers are becoming much cheaper than they were, and I hope to increase the fees sufficiently to meet this extra expense.

General remarks

“ In previous years so few boys were found fit to be sent to the zillah schools after the General Examination that all got scholarships and the boys had come to look upon a scholarship as the right of every one who passed, and not as a reward to a few of the best. In October last so many passed that not more than one-fourth of them could get scholarships. Of the rest some did not go to the zillah school because they were too poor to bear the expense, others stopped at home under the impression that we were driving a hard bargain with them, and would rather pay than lose scholars. When the boys at Jais found that staying at home brought them nothing they endeavoured to persuade others to

" leave the school, as there was no hope of scholarships now, and this had
 " some effect in reducing the numbers there.

" Very great inconvenience is felt from want of proper school houses
 " at Akbarpúr and Nawábganj. Buildings were sanctioned some years
 " ago but the Engineers have not yet got beyond searching for a site. A
 " school house is also required at Tándah. The other four schools are
 " very well provided for in this respect."

Mr. Thomson's remarks are suggestive. Increased fees are the source to which to look for increased expenditure on English education. The erroneous views which have been taken as to scholarships are significant. Time and judicious management will work a cure. It would be a source of regret if the real end and aim of town schools should be obstructed by means intended to advance them; and if scholarships should prove a mere unhealthy stimulant towards the acquisition of half learnt English, rather than a sure road to success for poor but deserving students. The Senior Inspector is alive to the weak points of the system.

Educational minutes and
 despatches should be supplied to District Officers.

I venture to suggest that district officers be supplied with educational minutes and despatches; so that the real scope of Government education may be generally known. Assistance however valued, to be effective should be in the right direction. It must not be forgotten that elementary education for the masses, rather than English education for the few has charms for neither the people nor their teachers. Sound though the principle be, it will be long before it comes home to the convictions of those whom it most immediately affects. To the people English education appears, what in many cases it really is, directly and immediately remunerative. To their teachers it cannot but be the more attractive.

Its true value will then be realised when it corresponds with the voluntary payments made in its support.

General conclusion as
 to Anglo-Vernacular Town
 schools.

On the whole, it may be doubted whether these English town schools are quite up to the mark, and whether more than one might not with advantage be reduced to a vernacular town school. They would seem to suffer from a tendency to under-value vernacular, at the same time, that funds are not forthcoming for a sound English education. In zillah schools the English teaching is bound to be good. In town schools it is of little value if it be not good; whilst its quality depends on the extent to which it is supported from local sources. As regards these schools there is peculiar scope for the working of local committees. Should they and the townsmen generally insist on English education, the conviction that to be useful it must be thorough, and to be thorough must be well paid for, should lead to tangible results. Should they be not prepared to pay for it, the sooner, perhaps it is given up in schools where its teaching must be deficient, the better.

42. Buildings.

Building statements are appended.

Schools for which new buildings have been erected.

Schools for which buildings are required.

Purwah, ...	Biswah.
Durriabad,	Golah.
Rámnagar,	Akberpoor.
Sháhahad, ...	Tándah.
Bilgrám, ...	Nawábganj (zillah Gondah).
Sandilah, ...	
Mahomdee,	
Utroula, ...	
Colonelganj,	
Hydergarh,	
Jais, ...	
Inhonah, ...	
Rodoulí, ...	

Of those in the first list, Rodoulí has been completed this year. Of those in the second list, Biswah, Akberpoor, Tándah, and Nawábganj (zillah Gondah) are included in the Budget of 1870-71. It is to be hoped that the Public Works Officers will be able to arrange for the completion of these buildings during the year.

As regards the buildings at Akberpoor and Jelalpoor,* the remarks of Mr. Carnegy, the Officiating Commissioner of Fyzabad, seem to call for explanation; "I commented last year on the deplorable delay that had taken place in starting the Akberpoor and Jelalpoor school houses. "It will scarcely be believed that matters have retrograded rather than otherwise during the year, for the site that had been last year selected by the civil authorities, has been rejected by the Executive Engineer, and the site since chosen by the latter officer was disapproved by the civil authorities. I am told that in this matter of choosing sites a large sum of money has already been consumed in travelling allowances, for which there is absolutely nothing to show insomuch that no sites are yet fixed, I need scarcely remark that this is a very unsatisfactory result."

* Vernacular town school.

Para. 9, memo. on the District school reports, Fyzabad Oudh, dated 10th May 1870.

Which site, or whether both sites are referred to, is not clear.

2. Vernacular Town Schools.

43. The number of schools has risen from 20 to 27. Salone was reduced from an Anglo-Vernacular to a Vernacular School; and those noted in the margin raised from the village to the town grade, at the cost of the cess, subscriptions, and grant-in-aid. Of the whole 27, fifteen are paid from imperial funds, the model school half from imperial funds and half from the cess, and the remaining eleven from the cess, subscriptions, and grants-in-aid. To the cess is charged the expense of an ordinary village school, on the ground that the town schools have to perform this duty in addition to their own. The pay of the higher teacher is borne equally by the Government grant and by subscriptions.

Their numbers.

Mohanlalganj.
Khakori.
Bijnour.
Mohán No. I.
Mohán No. II.
Mánikpoor.*
How supported.

Comparative statement for
the last six years.

The comparative statement for the last six years is as follows:—

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil.	
										Total cost.	Cost to Govt.
Vernacular Town Schools.	1864-65	15	901	...	554	...	Rs. 188	Rs. 5853	Rs. 4771	Rs. A. P. 10 0 0	Rs. A. P. 8 9 10
	1865-66	15	1082	839	665	79	373	8315	7298	12 8 0	10 15 7
	1866-67	15	1028	954	767	80	472	8217	7104	10 11 4	9 4 2
	1867-68	14	1324	1100	843	76	461	8716	7358	7 14 9	6 11 0
	1868-69	20	2152	2034	1632	80	768	12161	8911	5 15 7	4 6 1
	1869-70	27	2474	2428	1911	78	913	14191	9320	5 13 6	3 13 4

A detailed statement for the two last years is also given.

Institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average attendance during the year.	Percentage of average attendance to average number of pupils on rolls.	Amount of fees collected during the year.	Total expenditure.	Expenditure from imperial funds.	Cost per pupil.	
								Total cost.	Cost to Government.
20 Vernacular town schools, 1868-69,	2152	2034	1632	80	Rs. 768	Rs. 12161	Rs. 8911	Rs. as. p. 5 15 7	Rs. as. p. 4 6 1
27 Vernacular town schools, 1869-70,	2474	2428	1911	78	913	14191	9320	5 13 6	3 13 4

Their object.

Vide Educational despatch
of 1854 paras. 43, 45.

44. These schools are of peculiar interest, and deserve special encouragement. The stimulant of English education and the hopes of immediate employment which it holds out are wanting. Their high aim is, ultimately, to convey in eastern tongues to eastern minds the advance which has been made in western civilisation and thought. The master who knows English and is content not to teach it, and the pupil who without acquiring the English language, has *assimilated* the results of English thought, are both products of an advance in education which has not yet been and which for years cannot be attained. The goal is a long way off. Each step towards it is a step towards progress of the highest, reallest kind. We shall then have educated the people of India when we have taught them, not a mere smattering of our language but to think with us in their own.

For this perhaps the very best of English speaking masters, the most advanced of native teachers are really wanted. The very best translations of the best works are absolutely needed. Until they can be supplied we must content ourselves to make the best use which is possible "of such instruments as are now at our command." Such instruments now are, masters, who as a rule have made little or no advance in English, and whose pay ranges from Rupees 12 to a maximum of Rupees 30 per

mensem; translations of the very poorest kind; a dearth of original works of merit; of vernacular literature, stamped with European thought, nothing. Looked at from this point of view, the actual progress made in vernacular town schools, however short it fall of the ideal proposed by the founders of education in India, is of great interest and shows not unsatisfactory results.

The miserably limited means must be remembered, and above all a kindly judgment must be passed. Increased numbers have been followed by a slight fall in the percentage of daily attendance, but with an increase in fees and a diminished cost per pupil.

45. A general examination was held in May 1869; and scholarships awarded in accordance with its results. The following instructions then issued by Mr. Handford give the general working of the system.

Examination.

1. " Scholarships of Rupees 2 per mensem each are awarded from " 16th July to boys who gained 250 or more marks, those who are less than " 16 years of age are to be sent to the nearest zillah school to learn English, " those whose age exceeds 16 must elect to go either to the middle class of " the Normal school, Lucknow, or to Roorkee College, or to the Medical " College, Agra: these scholarships will be paid at any one of these three " institutions. In cases where the Inspector considers pupil teachers are " required, the scholarshipholder may be so employed.

2. " Boys who obtained 200 marks or more, but less than 250, will " receive prizes and may be promoted, if there are sufficient boys to form " a class; the Inspectors will decide where the said class is to be formed. " Boys of class I not promoted must read the course of that class another " year."

The awards of scholarships to boys of class I are given below :—

Scholarships.

MEMO. OF SCHOLARSHIPS.

(1).—*Model School, Lucknow.*

2 Boys, Class I at Rs. 4 each, 8 0 0

(2).—*Malikabad School.*

7 Boys, Class I at Rs. 4 each, 28 0 0

(3).—*Saffipoor School.*

4 Boys, Class I at Rs. 4 each, 16 0 0

(4).—*Ametli School.*

1 Boy, Class I at Rs. 4, 4 0 0

(5).—*Behar School, Zillah Oonao.*

1 Boy, Class I at Rs. 4, 4 0 0

(6).—*Pattee School.*

1 Boy, Class I at Rs. 4, 4 0 0

Total scholarships awarded to 16 boys of Class I, 64 0 0

Number of pupils in each class.

The number of pupils in each class at the close of each of the last six years was as follows :-

Institutions.	Year.	Number of institutions.	Number of pupils in class.					Total.
			I	II	III	IV	V	
Vernacular town schools.	1864-65, ...	15	5	63	130	269	434	901
	1865-66, ...	15	3	61	178	330	510	1,082
	1866-67, ...	15	3	94	150	302	473	1,028
	1867-68, ...	14	32	79	205	335	673	1,324
	1868-69, ...	20	48	161	365	440	1,138	2,152
	1869-70, ...	27	128	281	463	515	1,087	2,474

Increase	decrease.
I 80	V. 51
II 120	
III 98	
IV 75	
+ 373	
- 51	
322	
Salone.	
II 3	
III 10	
IV 7	
V 11	
total 31	

Scheme of studies.

As regards the last two years, the increased numbers, and the advance made are most satisfactory. The total increase of 322 is the result of an increase of 373 in the first four classes, and a diminution of 51 in the fifth. This is of course partially accounted for by the addition of seven new schools, but as only one of them, Salone, had been reduced from an Anglo-vernacular to a vernacular town school, and in it the numbers were very small, the results are gratifying.

The scheme of studies in vernacular town schools is given in an Appendix.

That this scheme falls very far short of the original design is patent. It is perhaps as good as can be expected from the means at present at command.

V. Despatch No. 5 dated 3rd January 1868.

The "creation of a vernacular literature which shall exercise an influence over the higher education of the natives of India" is a want most keenly felt. It will be long before either translations or compilations can supply it. Meanwhile, the choice of text books is most limited. At best, translations will be but translations after all, and the youth may be forgiven who should seek rather the great fountain heads of English thought, or who, ignorant of English, should prefer his original poets to the best translations we can give.

The ultimate scope of Vernacular schools of the higher kind will scarcely be realised until English literature has, by means of English schools and universities taken firm hold on native thought. The full development of vernacular literature will be one of the latest results of our educational efforts. At present we must rest content with the fact that schools are spreading in which we give the highest vernacular

training which it is at present possible to give; that a sound middle class education is really to be obtained; and that when the time has come for conveying through the medium of Urdú the advanced products of modern thought, there will be found to hand in each large town a school in which the desired end may be gained by the mere substitution of better text books and a more accomplished staff.

How much has been done in Oudh can be seen from the following statement, which at a glance will show the number of towns with a population above 5000, and the kind of school with which each is furnished.

District.	Town.	Population.	Nature of Institution.
BARABUNKEE. LUCKNOW.	Lucknow, ..	2,84,779	Govt. Model school, Normal school,* ...
	Amethi, ..	7,128	Government Vernacular Town School.
	Kakori, ..	8,343	Ditto ditto.
	Malihabad, ..	7,333	Ditto ditto.
	Rámnagar, ..	5,714	Government Anglo-Vernacular Town School.
	Futtehpoor, ..	7,494	Aided Vernacular School.
	Durriabad, ..	5,999	Government ditto ditto.
	Rodouli, ...	12,517	Ditto ditto ditto.
	Zeidpoor, ..	10,680	Aided ditto ditto.
	Nawábganj, ..	10,496	} Government Zillah schools.
	Barabunkeo, ..	3,993	
	Bangermow, ..	7,621	Government Vernacular Town school.
	Saffipoor, ..	7,286	Ditto. Ditto.
	Garsat, ..	5,385	Village school.
	Mooráwan, ..	7,997	Government Vernacular Town school.
	Harha, ..	5,446	Village School.
	Oonao, ..	7,277	Government Zillah School.
	Poorwah, ..	10,880	Do. Anglo Vernacular Town School.
OONAO.	Bethur, ..	5,009	Do. Vernacular Town School.
	Targaon, ..	6,197	Village School.
	Mowayi, ...	5,001	Do. do.
	Assewun, ...	5,817	Do. do.,†
PERTAB-ROY BARABUNKEE.	Dalmow, ..	5,654	Village School,
	Kunsa, ...	5,864	Do. do.
	Roy Bareilly,† ...	12,094	Government Zillah School, • ...
PERTAB-ROY BARABUNKEE.	Salone, ..	5,190	Government Vernacular Town School.
	Pertabgurh & Bela, ..	6,240	Do. Zillah School. •
SULTAN-POOR.	Rokha Jais, ..	11,689	Do. Anglo-Vernacular Town School.
	Sultanpoor, ...	5,708	Do. Zillah School.
FYZABAD.	Jelalpoor, ...	6,275	Do. Vernacular Town School.
	Akberpoor, ..	5,614	Do. Anglo-Vernacular Town School.
	Ajodhya, ...	9,949	Aided Anglo-Vernacular Town School.
	Fyzabad, ...	37,804	Government Zillah School.
	Tándah Mosáha, ...	13,543	Do. Anglo-Vernacular Town School.
	Gondah, ...	11,966	Do. Zillah School.
	Colonelganj, ...	5,898	Do. Anglo-Vernacular Town School.
	Utroula, ...	5,988	Do. ditto ditto.
GONDAL.	Bulrauppoor, ...	13,878	Aided Anglo-Vernacular Town School.
	Nawábganj, ...	6,131	Government Anglo-Vernacular Town School.
BARAICH.	Baraich, ..	18,986	Do. Zillah School.
	Nánparath, ..	6,866	Do. Vernacular Town School.

* Besides Canning College and Mission Schools. † Lately abolished for want of interest on the part of the inhabitants. ‡ Including Ikhtyarpoor.

District.	Town.	Population.	Name of Institution
SEETAPOOR.	Khyrabad, ..	15,677	Aided Anglo Vernacular Town School.
	Mahmudabad, ..	6,329	Ditto ditto.
	Seetapoor, ..	5,780	Government Zillah School.
	Pirnagar, ..	5,790	Village School.
	Painteypoor, ...	5,117	Aided Vernacular Town School.
	Laharpoor, ..	10,989	Ditto ditto.
	Piháni, ..	7,582	Ditto ditto.
HURDUI.	Gopamow, ..	5,949	Ditto ditto.
	Bilgrám, ..	11,534	Government Anglo Vernacular Town School.
	Sandí, ..	11,123	Aided Vernacular Town School.
	Sháhahad, ...	18,254	Government Anglo Vernacular Town School.
	Pálí, ..	5,122	Village School.
	Hurdui, ..	6,415	Government Zillah School.
	Sandilah, ..	15,511	Do. Anglo Vernacular Town School.
KHEREE.	Malláwan, ..	11,670	Aided Anglo Vernacular Town School.
	Kheree and Lukhim-poor, ..	5,840	Government Zillah School.
	Mohumdee, ..	6,861	Do. Anglo Vernacular Town School.

Of the 'towns' recorded in Table VII of the census report, Assewun in the Oonao District is alone without its school.

The 789,272 which represent the urban population of the province are of its 11,220,232 the best supplied with schools. To him by whose unwearied, unobtrusive energy this was done the census could not have opened at a brighter page.

He has left his stamp upon the province; and "being dead, yet speaketh."

DETAILS.

Lucknow District.

Deputy Commissioner's report.

Malihabad.

46. As to the working of these vernacular town schools the following details may be of interest. Of the Lucknow district town schools Mr. Quinton reports thus:—

Malihabad.—"This school consists now of one main school and four branches, 302 pupils were on the rolls on the 31st March, and the average daily attendance during the year was 216. This is a most excellent school, judging from the result of the examination, the best vernacular school in the province, and it is much to be regretted that the rules of the department will not admit of a higher salary than Rs. 30 being given to Mahomed Ibrahim, to whose energy, tact, and industry the success of the school is mainly due."

Amethi.

"At Amethi there were 158 boys on the rolls at the close of the year, and the average daily attendance was 113. This is also a fair school but it may be doubted whether a head master of greater intellectual cultivation would not render the school more acceptable to a town inhabited by a large number of educated Mahomedans."

Remarks of Educational Committee.
• App of Deputy Inspector.

The educational committee resolved that "the condition of the town schools at Malihabad and Amethi is good." "Malihabad," the Deputy Inspector Pundit Shew Nurayen writes, "still beats all its rivals both in attendance and studies. It is the only school in which an extra class

"has yet been formed, and the branch system has been a perfect success in sending up boys to the main school, and pupil teachers to the Normal School." "A library of vernacular books for the use of boys has been founded." "The popularity of the school especially in a military station like Malihabad and the sympathy and co-operation it has already secured for itself is an instance of exemplary character."

The Junior Inspector also reports "that the institution at Malihabad has maintained its high position amongst the schools of this description, and has shown a steady increase both in numbers and studies." And Junior Inspector.

Those of the extra class, nine in number, are all scholarship holders and study higher Persian books and mathematics. An honest attempt to meet the people half way is getting its reward.

From Amethi "four boys were for the first time from the Province sent to the Agra Medical School where they are very well going on with their studies." This school however seems to want stirring up. Of the remaining town schools which are not Government Tahsili Schools, Kakori and Bijnour are cess schools, struggling into town schools. Mahonah is an aided school and Mohanlalganj is mainly supported by the liberality of Rájá Kashi Pershad. Of Kakori Mr Quinton writes as follows. "The circumstances of this town are peculiar. The population amounts to 8,313, most of whom are respectable Mahomedans in reduced circumstances. These men evinced a great disinclination to send their boys to the ordinary cess school, and to meet their views a separate class on higher fees has been opened during the year, to which many persons have been induced to send their sons. Kází Wazír Alí and Moulví Nasír-ud-dín Khán and Moulví Rashí-ud-dín Khán have used their local influence in favour of this experiment. The average daily attendance at the school was 85, and there were 91 boys on the roll at the close of the year." Amethi.
Deputy Inspector's report.

Kakori.
Mr. Quinton

The Deputy Inspector writes thus, "all attempts at raising a suitable amount of voluntary subscriptions at Kakori having failed, measures are now in progress to increase the schooling fees." Deputy Inspector.

The committee "consider that their thanks are due to Rájá Kashi Pershad for the flourishing condition of the schools at Susendi* and Mphanlalganj, and also to Badripershad Misr, who has presented a house to the school at Mow†." Village School.

† Village School.

The harmonious working of these schools with Mohanlalganj town school, as their centre is shown by the report of the Deputy Inspector. "Among these schools Mohanlalganj is the most advanced and will have some ten boys at the next annual examination of tahsili schools. Boys have been imported to it from Nigohan, Susendi, and Mow Schools on small scholarships." Mohanlalganj.

Bijnour resembles Kakori. There is much room for, and some signs of improvement. Bijnour.

Mahonah.

"Mahonah school," say the Committee, "since its reduction to a Vernacular School has made decided improvement." It must make still more. Kyaths abound and should furnish more pupils. The want of a suitable building is severely felt.

A comparative statement of these four schools is appended. Convenience rather than classification has led to the entry of their details in this place.

Schools	No. of boys on the close year.			Attendance the year.			Total fees collected.						Average cost per pupil.					
	18			1868-69.			Total fees collected.						Average cost per pupil.					
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.			
Mohunlalganj, ...	51	23	24	4	6	9	9	2	0				3	4	9			
Kakori, ...	91	59	85	20	2	0	14	12	6	32	47		8	3	8			
Bijnour, ...	65	53	35	34	11	1	9	11	13	0	20	21	2	2	9			
Mahonah, ...	73	69	69	57	81	3	6	43	14	6	21	20	12	14	9			

Kakori, Amethi, and Bijnour, are typical places. Decayed Musulman Kusbas, they may prove hot beds of discontent. They may like Malihabad prove nurseries of good. Even a beginning is something done. It is no small satisfaction to have to note the progress made on the one side by the aid and liberality of the Brahmin Rāja Kāshī Pershad, and on the other among the once turbulent Affredies of Malihabad.

Model school.

As regards the Lucknow Model School there is some variety of opinion. The Deputy Inspector, the Junior Inspector, and the educational committee spoke favourably of it. The report of Mr. Quinton is the reverse.

"The Model school is a town school supported partly from Imperial funds and is situated in the Ghoul. The number of pupils on the rolls at the end of the year was 116, 53 Hindoos and 63 Mahomedans. The average number of pupils on the roll during the year was 107, and the average daily attendance 73."

"The Deputy Inspector reports favourably of this school, but I cannot say that I consider it what a good vernacular school should be. Situated in the main street of the populous city of Lucknow, there must be something either in the mode of teaching or in the curriculum which is not attractive to the residents of the neighbourhood, and a modification of these is worthy the attention of the Director of Public Instruction."

"I am also of opinion that a grant to this school of Rs. 420 from the educational cess raised from the agricultural population of the district is not just. It is true that teachers from the Normal school are supposed to go there and learn the method of instruction; as a fact I believe they rarely go, and if they did go the value of their assistance might be set against the benefit derived by them."

A special report has been called for. The testimony of Baboo Ram Chandra Sen, Head Master of the Normal school, and at present officiating Junior Inspector, is as follows :—

“The usefulness of the institution is beyond all question. Besides cultivating a growing taste for Urdu literature in the city, it has during the last two years sent out one pupil to the Agra Medical College, three to the Canning College, 43 to the Normal School, 14 to Government offices, and 19 to private ones. Some 90 more ex-pupils of the school are still ready for service. All this is satisfactory indeed, especially when we consider that the progress of the school has been left mainly to itself against innumerable disadvantages.”

This school is really a part of the Normal school scheme. As such, it is clearly entitled to a share in the cess drawn, not from the district of Lucknow, but from the whole province. That there is room for improvement is beyond doubt. As little doubt is there that the school does something towards the education of the thousands of Lucknow, for whom Lucknow itself does so little. It would be hard to take from them the little that they have.

47. Of the Oonao schools of this class, Saffipúr is still the best. It has 135 pupils on the rolls; the average attendance throughout the year being 89. “All classes are at work and doing fairly.” But there is still room for improvement in the highest classes. The population, 7,286, is by no means adequately represented in the school. The next best school is Behár, transferred from Roy Bareilly; but the removal of the tahsíl and thana may, it is to be feared, lead to its reduction to a village school. During the year it had 110 pupils with an average attendance of 84. “All classes were at work and doing fairly.” A better building is an urgent want. Chamraoli has much improved during the year. Its rolls showed 141 pupils with an average attendance of 109. “Classes II to V are at work and are doing well. I hope there will be a first class in the school after the next examination.” The people are said to be averse to education.

Oonao District.
Saffipúr.

Behár.

Chamraoli.

Deputy Inspector's report

Bhagwantnagar has now a town instead of a village school and seems to promise well.

Bhagwantnagar.

Of the aided schools, Bangermow is not progressing; Moradabad and Morawan are said to be doing well. The old teachers have returned from the Normal school; a sure-ground for hope.

Kursí has also suffered from the removal of the tahsíl and Settlement office. Its numbers have fallen from 127 to 113, but its percentage of attendance has risen from 77 to 84. Two old branches have been closed as too distant from the Central school. Two new ones in the town itself have been opened in their stead.

Barabunkee District.
Kursí.

Bárl and Misrikh have made progress and each have now first classes. In Bárl the distress was severely felt. Several boys were compelled to leave the school. “All possible measures” writes the Deputy Inspector “were taken for raising fees, but to my great regret the people of this dilapidated town are so very poor that they generally live from hand to mouth.”

Sectapoor District.
Bárl.

Misrikh.

"The people of Misrikh have appreciated education in the same degree as last year." The sub-committee too has shown signs of a vitality of which the district officers were apparently unaware.

Hurdui and Kheroe.

From Hurdui no report has been submitted. And in Kheroe the vernacular town schools seem barely to be holding their own.

Eastern Circle.

48. Of the eastern circle Mr. Thomson reports as follows :—

ZILLAH FYZABAD.

1. Jelalpúr,

"The numbers here have fallen off slightly viz., from 96 to 87. Jelalpúr is a manufacturing town like Tándah, and the people have felt the high price of provisions a good deal. The average daily attendance has been 71, or 77 per cent which is fair.

"The fees have amounted to Rs. 51-15-6. The boys are not so far advanced as they ought to be, but they have made considerable progress as will be seen from the following numbers :—

"1868-69, I Class —0, II - 6, III—17, IV—25, V—48.

"1869-70, I „ 0, II -12, III—20, IV—21, V—34.

"The proportion of boys in the last class is still much too high. In regard to the school building I may repeat the remarks I made last year. 'A new school house was sanctioned for Jelalpúr, and ought to have been ready ere this time. Bricks have been burned but no attempt at building has yet been made.'

ZILLAH SULTANPOOR.

2. Jagdispúr.

"Early in the year under report cholera broke out in Jagdispúr, and as the boys from the neighbouring villages, who form the majority of the pupils would not come near the town, I had to close the school for a time. This has caused a considerable decrease in the number of scholars viz., from 69 to 46. The masters were in no way to blame in the first instance, but I am not satisfied that they have done their best to collect boys since the school re-opened. The fees have amounted to Rs. 30-0-0. The classes are as follows :—

"I Class—0, II—10, III—11, IV—13, V—12. Total 46.

ZILLAH PENTAGURH.

3. Pattí.

"All have been carefully taught. This is by far the best school of its class in my circle. The numbers have risen from 74 to 85, and the average daily attendance has been 72. The fees have amounted to Rs. 42-5-0. Considering that Pattí is but a small village and the people around poor, these results are creditable to the two masters Munshí Zia-ud-dín and Pandit Chandar Mú. The classes are as follows :—

"I Class—8, II—4, III—23, IV—13, V—27. Total 85.

"I inspected this school in January and was well pleased with all the classes. The penmanship ought to have been better, but in Arithmetic, Algebra, Euclid, and Surveying, the boys did remarkably well.

4. Behár.

"The numbers here are 65 against 80 at the close of the previous year. The average attendance has been 52. Fees have risen from Rs. 24-10-6 to Rs. 26-0-0. The progress of the boys will be seen from the following statement :—

"1868-69, I Class—0, II—7, III—10, IV—13, V—50.

"1869-70, I „ 7, II—10, III—11, IV—16, V—21.

"I inspected this school in December. The boys understand what they have read very fairly, but their answering was not so prompt and precise as it ought to have been.

"The school here was formerly an English school, but the attendance was so small that it was considered undesirable to incur the expense of an English master any longer, and early in the present year it was reduced to a vernacular town school. It has made very little progress owing partly to the incompetence of the master and partly to the high price of provisions. There is a masjid in the town endowed with a village or two, and the moulvi in charge gave the boys attending his class both food and clothing. Of course most people preferred that to paying fees in the Government school. There are now 31 boys on the register but the average attendance is only 25, only Rs. 4-7-8 have been collected as fees. The classes contain—

ZILLAH ROY BARSILLY.
6. Salone.

"I Class—0, II—3, III—10, IV—7, V—11.

"The number registered here is 74 against 76 at the close of 1868-69, but the average daily attendance has been only 55. The fees have amounted to Rs. 54-15-0. The masters here have worked diligently during the year. The classes are as follows :—

ZILLAH BARAICH.
6. Nánparah.

"I Class—0, II—8, III—9, IV—38, V—19.

"I inspected this school in March, class IV seems disproportionately large, but 18 or 20 boys will be promoted to class III on the 1st April."

49. *Buildings.*—The building at Báwan was completed in June; that at Moradabad in August 1869. Financial pressure postponed the building at Saffipúr, and the wants of Jelalpúr have been already noticed. The Behár school was finished during the year.

Village Schools.

50. The village school is the foundation stone of imperial education, and it is the one means of carrying out what is now recognised as a great State duty. "That the education of the poor ought not to be left wholly to private enterprise but ought to be undertaken by the state" was in November 1867 acknowledged by Mr. Lowe, as the first of "the principles which are now pretty well established and agreed upon as regards the elementary education of the humbler classes." In October 1869 the National Education League proposed as its great object "the establishment of a system to secure the education of every child in the country" (Great Britain): That in India this is "a distinct obligation upon the governing classes Europeans and native" and that "the obligation must be admitted even in the uncertainty as to the means by which it can be obtained" was eloquently brought home to the Members of the Bengal Social Science Association in March 1870. by Mr. Howell.

Mr. Lowe on education
"Times" November 4th 1867
quoted in para. 73 of Mr
Howell's Note 1866-67.

As regards Oudh, in 1867 Mr. Handford confidently wrote that when the cess is fully levied "we shall be able to place a school under a well trained and fairly paid teacher within two and a half miles of every child in the province."

Report 1866-67, para. 65.

Para. 49 of Mr. Howell's
Note, 1866-67.

Spread of village schools
since 1865.

"When these expectations shall have been realised" was the official comment "the problem of primary instruction for the masses will have been solved in Oudh." Bearing in mind the fact that the part of village schools is also undertaken by the zillah and town schools, the progress in the spread of village schools, pure and simple, since 1865-66 has been as follows :—

Institutions.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls.	Average daily attendance.	Cost to funds.	Average cost school.		Average cost per pupil.	Remarks.
							Rs.	A. P.		
Village schools.	1865-66	61	2,004	1,236	1,004	5,082	83	0 0	4 10 4	
	1866-67	264	7,462	6,758	5,294	10,570	40	0 7	1 15 11	
	1867-68	381	13,707	11,228	8,871	33,753	88	0 5	3 0 1	
	1868-69	483	18,261	16,313	12,910	47,061	97	6 11	2 14 1	
	1869-70	542	21,433	20,210	16,135	60,963	112	7 7	3 0 3	

At the close of 1869-70 there were in Oudh 542 village schools with 21,433 pupils on their rolls. Of these the average number was 20,210, the average daily attendance throughout the year being 16,135. The increase during the past year has been respectively 59; 3,172; 3,897; and 3,225. The attendance has kept pace with increased numbers, the percentage remaining at 79. The average cost per school has risen to Rs. 112-7-7, and the average cost per pupil from slightly below, to slightly above three rupees. The whole cost, Rs. 60,963, is borne by the cess and schooling fees.

The income and expenditure on account of the cess has been already detailed in para. 11.

Branch schools.

50A. It may here suffice to note that Mr. Handford's estimate for securing a school within two and a half miles of each child in the province anticipated an average of 85 village schools for each district, or 1,020 for the province. The actual numbers now give an average of 45 for each district, and 542 for the whole province. This is exclusive of village branch schools, a subject on which more information is wanted. As a cheap means of gradually spreading education, mainly through the instrumentality of pupil teachers, these branches deserve every encouragement.

The fact that Oudh contains

8,248 villages whose population is under ...	200
8,519 " ditto ditto, from ...	200 to 500
4,756 " ditto ditto, " ...	500 ,, 1,000
1,611 " ditto ditto, " ...	1,000 ,, 2,000
403 " ditto ditto, " ...	2,000 ,, 5,000
23,532 " ditto ditto, " ...	200 ,, 5,000

shows roughly that on the average there is one village school to about 43 villages. The towns with a population of above 5,000 have been

shown to be more or less supplied. The larger villages ranging from 1,000 to 5,000 and amounting to 2,014 should in time be provided with town schools. For the remaining 21,518 whose population ranges from 200 to 1,000, village schools will suffice. When the revised maps now in preparation in the Surveyor General's Office have been prepared, and the census returns made to correspond with the re-distribution of districts, an educational map might be made in which the wants of the province and the extent to which they have been supplied might be ascertained at a glance.

Fide infra para. 113.

Educational map.

Hitherto the schools have spread by a natural and not unwise process of selection. They have been founded in places where they were most in demand. As the cess comes into regular operation, it will be well to compare the amount contributed by each village or "halka" with the amount of education provided for its children. When landholders realise that disinclination for a school implies that they are paying for the schooling of their neighbours, they will probably demand a *quid pro quo*, and we shall hear less of objections to the opening of village schools. At the same time we must not forget that in taking the cess we have made an implied contract to supply the education.

51. The actual distribution of village schools per district is given in the following statement :—

District distribution of village schools.

District.	Year.	Total number of schools.	Number of pupils in class.					Average number of pupils on rolls.	Average daily attendance.	Percentage of attendance.	Fees collected.
			I	II	III	IV	Total.				
Lucknow, ...	{ 1868-69, ...	49	109	304	360	1,094	1,967	1,702	1,321	79	451
	{ 1869-70, ...	38	170	354	325	1,109	2,028	1,834	1,417	77	378
Barabunkee, ...	{ 1868-69, ...	51	45	286	434	1,211	1,976	1,927	1,516	78	431
	{ 1869-70, ...	66	318	447	586	1,269	2,620	2,298	1,819	80	648
Oonao, ...	{ 1868-69, ...	64	133	386	477	1,551	2,547	2,404	1,923	80	649
	{ 1869-70, ...	65	257	472	595	1,543	2,867	3,058	2,508	82	498
Seetapoor, ...	{ 1868-69, ...	35	1	87	203	918	1,209	1,031	831	81	317
	{ 1869-70, ...	61	51	309	400	1,219	1,982	1,771	1,478	82	654
Hurdul, ...	{ 1868-69, ...	63	...	137	422	1,740	2,299	2,180	1,805	83	476
	{ 1869-70, ...	66	124	470	655	1,559	2,808	2,642	2,231	84	652
Kherree, ...	{ 1868-69, ...	1	...	9	9	44	62	63	52	82	23
	{ 1869-70, ...	12	2	17	49	303	371	288	242	84	39
Fyzabad, ...	{ 1868-69, ...	48	64	272	426	900	1,662	1,380	970	70	306
	{ 1869-70, ...	46	145	349	444	718	1,656	1,509	1,244	80	452
Goddah, ...	{ 1868-69, ...	3	...	...	15	65	80	54	36	66	...
	{ 1869-70, ...	1	...	...	4	27	31	37	23	62	...
Baraich, ...	{ 1868-69, ...	7	...	...	48	142	190	150	119	79	88
	{ 1869-70, ...	31	...	61	203	784	1,048	871	702	80	490
Booy Barcilly, ...	{ 1868-69, ...	61	206	555	609	1,093	2,423	2,256	1,844	82	607
	{ 1869-70, ...	61	266	471	582	1,031	2,350	2,269	1,700	78	548
Sultanpoor, ...	{ 1868-69, ...	45	91	253	484	976	1,752	1,480	1,173	80	216
	{ 1869-70, ...	52	143	338	530	907	1,918	1,733	1,332	76	374
Portabgurrh, ...	{ 1868-69, ...	53	36	252	431	1,375	2,094	1,686	1,321	75	313
	{ 1869-70, ...	53	66	240	436	1,012	1,754	1,900	1,409	74	431
TOTAL, ...	{ 1868-69, ...	483	685	2,501	3,967	11,108	18,261	16,313	12,910	79	3,877
	{ 1869-70, ...	542	1,545	3,528	4,879	11,481	21,433	20,210	16,135	79	5,164

Redistribution of territory. in July 1869 has rendered it impossible to show the actual progress made in each district.

Effects of redistribution of territory

It is to be regretted also that the returns of the census were not made to correspond with this redistribution. Only very general and provincial conclusions can be drawn from it, and its usefulness is thus impaired.

The transfers which the re-distribution brought about in village schools are detailed in an appendix. Their result was as follows :—

Lucknow	lost,	...	...	...	11
Sultanpoor,	„	...	...	...	11
Pertabgurb,	„	...	...	...	7
Fyzabad,	„	...	...	...	6—35

Oonao,	gained,	...	...	...	19
Barabunkee,	„	...	...	...	13
Roy Bareilly,	„	...	...	...	3—35

Relative position of districts.

Judged respectively by the number of schools and average numbers of attendance, the districts now rank thus:—

				<i>Schools.</i>	<i>Rolls.</i>	
I	Hurdui,	...	...	66	2,642	2
II	Barabunkee,	...	...	66	2,298	3
III	Oonao,	...	...	65	3,508	1
IV	Roy Bareilly,	...	...	61	2,269	4
V	Pertabgurb,	...	...	53	1,900	5
VI	Sultanpoor,	...	...	52	1,733	8
VII	Seetapoor,	...	...	51	1,771	7
VIII	Fyzabad,	...	...	46	1,509	9
IX	Lucknow,	...	...	38	1,834	6
X	Baraich,	...	...	31	871	10
XI	Kherce,	...	...	12	288	11
XII	Gondah,	...	...	1	37	12

Their rank according to the percentage of attendance; amount of fees, which have risen from 3,877 to 5,164; and quality of instruction, as judged by number of pupils in the 1st class; is as follows :—

			<i>Percentage.</i>	<i>Fees.</i>	<i>Pupils in Class I.</i>	
1	Hurdui,	...	84	652	124	VII
2	Kherce,	...	84	39	2	X
3	Seetapoor,	...	83	654	54	IX
4	Oonao	...	82	498	257	III
5	Barabunkee,	...	80	648	318	I
6	Baraich,	...	80	490	0	XII
7	Fyzabad,	...	80	452	145	V
8	Roy Bareilly,	...	78	548	256	II
9	Lucknow,	...	77	378	170	IV
10	Sultanpoor,	...	76	374	243	VI
11	Pertabgurb,	...	74	431	66	VIII
12	Gondah,	...	62	0	0	XI

In numbers, Oonao takes the highest place. Hurdui ranks high in numbers, attendance, and fees, combined. Roy Bareilly retains a high place in all but percentage.

Baraich jumps from 7 to 31 schools, and from Rs. 88 to Rs. 490 in fees. Seetapoor's place is in fees highest, but in percentage and numbers it is very low.

52. The course of elementary instruction prescribed for village schools will be given presently from the Senior Inspector's report. Entire want of practical acquaintance on my part with these interesting units of instruction renders unnecessary an apology for quoting largely from the various sources of information at command. I have much pleasure in recording the experience of those whose testimony is of real value.

Remarks of departmental officers.

Of the Eastern circle the minute record of Mr. Thomson leaves little to add. "In reporting upon village schools this year I am unable to follow the plan adopted in previous years, of regularly comparing the condition of the schools of a district for the year under review with their condition during the year preceding. At the beginning of July the districts were all re-arranged, portions being cut off one and added on to another. Geographically the districts are very different this year from those known by the same name last year.

EASTERN CIRCLE.

"On the 31st March 1870 there were in Fyzabad district 46 schools containing 1,656 scholars, or an average of 36 boys per school. Throughout the year the average daily attendance has been 80 per cent of the number registered. This shows great care on the part of the Deputy Inspector and masters. The attendance in the primary schools of Scotland is very little higher, and in England a great deal lower; the amount of fees raised has been Rs. 451-11-9. The classification is as follows:—

Fyzabad

"I Class—145 boys, II—349, III—444, IV—718.

"The masters are paid as follows:—2 receive 10 per mensem, 2 receive 9, 9 receive 8, 15 receive 7, 16 receive 6, and 2 receive 5. In all cases they have their fees in addition.

"Seven new schools have been built during the year. They are all substantial buildings and have cost from 25 to 10 per cent less than the regular estimate. This is due partly to our getting wood from zamindars and Talukdars gratis, and partly to the close oversight exercised by the Deputy Inspector.

"I inspected the schools of this district in October and November. The boys are generally well acquainted with the subjects they had learned; but I considered the progress in several cases slow and the proportion of boys in the IV. class too great. These defects have to a considerable extent been rectified during the cold season.

"I consider the Deputy Inspector Munshi Bishambar Dyal, a careful judicious officer but not sufficiently firm with dilatory teachers.

Sultanpoor.

"This district has 52 schools, with 1918 pupils, or an average of 37 per school. The average daily attendance has been 76 per cent and the fees have amounted to Rs. 374-2-3.

"The classification is as follows:—

"I Class—143 boys, II—338, III—530, IV—907.

"There have been a good many school buildings erected by Tahsildars in this district, but with one or two exceptions the workmanship is not

"good. Two have already been re-built and some others require to be re-built as quickly as possible.

"In a large part of this district there are no schools, as the new Land Settlement has not been made, and no cess received. The assessment of the remaining pargannas has just been completed, and the educational cess will become available in November or December next. Fifteen or twenty more schools will then be required. I inspected this district partly in November and partly in January. The schools are well attended and the masters industrious. But in several instances the boys did not answer so promptly and fully as I should have liked. The Deputy Inspector does not seem to have a very high ideal for village schools. He is a diligent officer but not a man of the calibre necessary for such a post.

Pertabgurh.

"This district contains 53 schools, with 1,754 boys or an average of 33 boys per school. The average daily attendance has been 74 per cent of the number registered, and the fees have amounted to Rs. 178-0-9. This small amount of fees is very unsatisfactory. The classification is also unsatisfactory, as the I class contains only 66 boys, the II 240, III 436, IV 1012.

"I inspected the schools here in December and January; very few of them could be called good. The proportion of boys in the last class was immensely too high, the teaching was loose, and neither masters nor pupils had much spirit. Pertabgurh is the poorest district in my circle, and, no doubt, the high prices of provisions have borne hard on many of the people. But the Deputy Inspector Saiad Kaiám-ud-dín has been apathetic if not negligent. He has made only 160 inspections, and these have not been thorough. As he shows no interest in his work it is not to be expected that the teachers under him should be very enthusiastic.

"Thirty-three new schools have been built in this district but several of them require extensive repairs.

Roy Bareilly.

"Here there are 61 schools, with 1,984 scholars, or an average of 32 boys per school. The attendance has been 78 per cent of the number registered, which is very fair. The fees have amounted to Rs. 548-2-0.

"The classes contain, I—266 boys, II—471, III—582, IV—1031. Considering that all these schools have been at work more than a year, and many of them for three years and a half, the number of boys in the last class is much too great.

"Most of the schools have been provided with school houses. In the old Roy Bareilly district the schools were built by the Deputy Inspector, and are good. In the parts of Pertabgurh and Sultanpore that were added to this district the schools were built by tahsildárs. Two or three are good and the rest have been badly built; Major Orr has also erected schools in two of his villages wholly at his own expense.

"I inspected the schools of this district in December. They are very unequal. A considerable number are excellent, by far the best in this circle, while many are poor. The Deputy Inspector Munshí Mahomed

"Husen discharges his duties with diligence and ability. He is a valuable officer and has well deserved the promotion he has recently received.

"This district had at the close of the year 31 schools, with 1048 pupils, or an average of 33 boys per school. The average daily attendance has been 80 per cent of the number registered, and the fees have amounted to Rs. 489-7-0. Considering that about half the schools were established during the year under report, these results are good. No regular school buildings have yet been erected, but in several places temporary houses that will last for two or three years have been built.

Bareilly.

"I inspected the schools here in February and March. The boys were in all cases well grounded as far as they had gone, but in several schools I considered the progress slow. The classes are as follows:— I Class 0, II—61, III—203, IV—784.

"All the schools being young the large proportion of boys in the last class is unavoidable.

"The Deputy Inspector Pundit Sheo Narayan Tewari is very active in visiting his schools.

"The past year has been rather a difficult one for village schools. The prices of agricultural produce have been high and as Oudh has been selling, the province has been becoming richer. Farmers that never yoked a bullock worth more than Rs. 40 before, are this year breaking in bullocks that have cost Rs. 60 or 70. It might be supposed that this increased wealth would be favourable to school attendance and so it ultimately will. But in the first instance it has been the reverse. The usual wages of a ploughman are 3 maunds of grain at the rabí and the same at the kharíf, and half a bigah of land with seed &c. This is given by way of a retaining fee, and the man who has received it cannot leave the village, whether the farmer be actually employing him or not. When actually employed he receives two seers of grain daily. Thus the whole is paid in kind. When its value was from Rs. 25 to 30 per annum, the farmer had no objection to paying, but when it came to be worth Rs. 60 or 70 he endeavoured to screw his servants down. Then the mahajan stepped forward and offered the ploughman enough money to set up for himself, on condition of being repaid in grain at harvest time. The farmer having in this way lost part of his men, had to keep his own boys at home to assist him. The ploughmen who had sent their sons to schools were the most likely to set up as farmers, and of course required all their family to help them at starting. Thus we lost on both sides. But the loss can be only temporary. The wealthiest villages have always the best schools, and increase of wealth will in a year or two produce an increase of school boys.

General remarks.

"In manufacturing villages the people have been in great straits and obliged to make all the children that could do anything work for their bread.

"Village school masters on the whole behave well, work hard, and are popular. In Fyzabad, Sultanpore, and Roy Bareilly, very few have

been either fined or reduced, while a large number have had promotion. In Pertabgurrh the work has not been satisfactory, and in Baraich the teachers have sometimes been troublesome. Very few are natives of that zillah, and men of the west of Oudh have great objection to crossing the Ghāgra. Sometimes the teachers become idle or mischievous in the hope that the Deputy Inspector would send them back to their native zillahs just to be rid of them, and occasionally they seemed to lose heart when sent so far away from home. In a few years we shall be able to get natives of the zillah in sufficient numbers and these difficulties will disappear.

“ I will now show at a glance the progress our village scholars have made. As already said the village school course of study is arranged under four classes, and these contain as follows :—

	I	II	III	IV
“ Fyzabad, ...	145	349	444	718
“ Sultanpoor, ...	143	338	530	907
“ Pertabgurrh, ...	66	240	436	1,012
“ Roy Barcilly, ...	266	471	582	1,031
“ Gondah, ...	0	0	4	27
“ Baraich, ...	0	61	203	784
“ Total,	620	1,459	2,197	4,479

“ In class IV boys are taught to read and write simple sentences, and to work questions in the first four rules of arithmetic; reading and writing are taught *pari passu*. The written characters are the same as the printed, and the boy copies out his primer as he reads it. There are therefore 4,479 boys *i. e.* all the IV class learning the elements of reading, writing, and arithmetic, and 4,276; *i. e.* all in classes III, II, and I, who have got beyond this stage.

“ In class III, the boys read easy narratives and write them to dictation. They learn the compound rules in arithmetic. There are 2197 boys learning these subjects, while 2079 are more advanced.

“ In class II, the boys read descriptive and scientific pieces and besides writing to dictation, they are taught to write letters, private and public law papers, &c. In arithmetic they learn fractions. There are 1459 boys in this class, while 620 have got beyond it.

“ In class I, the boys are taught the history of India, grammar, composition, geography, mensuration of surfaces, and land surveying. There are 620 boys learning these subjects.

“ It will be seen that a fair proportion of boys have reached class II, but only a small number are in class I. This is to be expected while the schools are so young, but I trust in future reports to show a steady increase of numbers in the higher classes.

" I consider the scheme of studies well adapted to the circumstances of the people. A boy entering school at six years of age will finish the course thoroughly by the time he is ten or eleven, and he will then be very well qualified, as far as school learning goes, to manage his business whether as farmer, merchant, or clerk. Indeed many people find the II class subjects enough for their boys. A boy who has finished the village school course has also laid a sound foundation for either a Higher Vernacular or an English education. By revising school books and preparing better ones, and by the increasing skill of our teachers, valuable improvements will, I believe be made. But they will only be in details. The grand outlines of our scheme are as good as they can be made for some time to come.

" Districts officers' opinions of these schools are remarkably alike, and their agreement must, I suppose, be held to prove their accuracy. Their remarks are always substantially this. ' Visited such and such school. The boys read well for the time they have been at school and write neatly. In arithmetic they are very sharp. In history and geography the questions I asked were very simple, but only 2 or 3 boys could answer them.' In regard to history no excuse can be made. There is no reason why village school boys should not have a correct elementary knowledge of the history of their own country, and it is for the officers of the Educational Department to look more carefully after this subject. But in regard to geography there are extenuating circumstances. The difficulty of teaching it in this part of the country only a teacher of much experience can realise. The boys have never seen a hill, never seen the sea, never seen a lake, never seen anything but this unvarying plain of the Ganges. To get them to picture in their minds the grand features of the earth's surface is exceedingly difficult even for an English teacher. But when the masters themselves have but feeble conceptions, what impression can we expect them to make on their scholars? I consider geography a subject of great importance in education. It tends to rouse the curiosity and enlarge the sympathies, and has a highly civilising influence. It has not been undervalued by any means, but the difficulties of teaching it intelligently are so great that it will take years to overcome them."

Perhaps the highest testimony to the extent to which village schools have made their way is the remark already quoted from Mr. Thomson at page 22. " This year they find themselves obliged to be content with a village school education *which can be had in every part of the Pertabgurh district for little or nothing.*"

Of the western circle the Junior Inspector, Munshí Dúrga Pershád, writes thus:—

WESTERN CIRCLE.
Report of Junior Inspector.

" At the close of the year foregoing the one under report there were in this circle 266 village schools at work, attended by 10,066 scholars. These numbers have now increased to 298 and 12,696 respectively, partly owing to the transfer of some 21 schools from the eastern circle, and partly to the opening of new schools in the Kherree district, and in various localities of other districts where they were most wanted."

Village schools.

District.	Number of village schools.		Number of scholars.		Average number of pupils per school.		Average daily attendance per school.		Average amount of fees collected per school.		Average cost of each school from the cess.	
	At the close of 1868-69.	At the close of 1869-70.	At the close of 1868-69.	At the close of 1869-70.	At the close of 1868-69.	At the close of 1869-70.	At the close of 1868-69.	At the close of 1869-70.	In 1868-69.	In 1869-70.	In 1868-69.	In 1869-70.
									Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.
Lucknow,	49	38	1,967	2,048	40	53	26	37	9 3 3	9 15 3	164 14 1	136 6 7
Oonao,	64	66	2,547	2,867	39	44	30	38	10 2 1	7 10 7	103 11 6	148 6 10
Barabunkee,	54	66	1,976	2,620	36	39	27	28	7 15 9	9 13 2	98 1 0	107 6 6
Seetapoor,	35	51	1,209	1,982	34	38	23	28	9 1 0	12 12 10	77 11 5	95 7 6
Hurdui,	63	66	2,290	2,808	36	42	28	33	7 8 11	9 14 0	71 13 4	124 15 6
Kheree,	1	12	62	371	62	30	52	20	22 10 9	3 4 3	163 8 0	45 11 5

"The above statement will shew at a glance the status of these schools at the close of the year under report as compared with that at the year before last. It will appear from this document that the schools in question have considerably improved in numbers and averages of daily attendance, with the exception of a slight decrease in the average of the Barabunkee district. The decrease shown in averages of the numbers of students, of their daily attendance, and the collections of tuition fees of the schools of this description in Zillah Kheree, are not at all to be taken into consideration, as there was only one village school in existence in that district last year, and that being of some three years standing, and one of the best of its kind in the circle, cannot contrast favourably of course with the schools newly opened this year in this district.

"Taking into consideration the poverty of the lower classes of this province, and the unusually high price of corn prevailing in it for the last two years, it is gratifying to remark that the fees collected this year amount to Rs. 2,869-15-9 against Rs. 2,317-3-6 in the year last reported upon.

No. V.—Showing the number of pupils in each class of the course of studies, Village Schools, Western Circle, Oudh, 1869-70.

No.	Districts.	Number of schools.	Year.	Class I.	Class II.	Class III.	Class IV.	Total.
1	Lucknow,	{	49 1868-69	109	304	460	1,094	1,967
			38 1869-70	161	327	397	1,143	2,028
2	Oonao,	{	64 1868-69	133	386	477	1,551	2,547
			66 1869-70	257	472	595	1,543	2,867
3	Barabunkee,	{	54 1868-69	45	286	431	1,211	1,976
			66 1869-70	318	447	586	1,269	2,620
4	Seetapoor,	{	35 1868-69	1	87	203	918	1,209
			51 1869-70	54	309	400	1,219	1,982
5	Hurdui,	{	63 1868-69	...	137	422	1,740	2,290
			66 1869-70	124	470	655	1,559	2,808
6	Kheree,	{	1 1868-69	...	9	9	44	62
			12 1869-70	2	17	49	303	371
Total,		{	266 1868-69	288	1,209	2,005	6,553	10,060
			298 1869-70	916	2,042	2,682	7,036	12,676

" Return No. 5, showing the number of pupils in each class will exhibit that the progress of village school students has been satisfactory and rapid in their studies, as there are now 916 pupils in class I against 288 pupils at the close of the year 1868-69.

" When the village schools were first started, instances were not wanting of teachers leaving their schools without leave, but constant punishments, consisting of heavy fines, suspension and dismissals, &c., in addition to the forfeiture of pay, have improved the conduct of our village teachers, and I have now very few cases of a like nature to deal with. The difficulties that we have now to contend against are that very few of our village teachers understand thoroughly our classification system, and evince a proper degree of aptitude for the tuition of history, geography and grammar, and hence the necessity of a few practising schools in the City of Lucknow, to instruct our passed teachers in the practical mode of teaching.

" Instructions are continually given both by me and my deputies, at the time of inspection of these schools to get the defects found in points above noticed rectified ; and also, with a view to encourage the most attentive, the most deserving, and the most successful teachers, I have proposed to hold annual meetings of all the village teachers of a district at its Head Quarters, and reward them with prizes, in cash, books and clothes in the presence of district and other officers, that may please to attend the meeting. This proposal of mine, which entails an annual expenditure of about Rs. 50 per district, has been sanctioned last year by the Director of Public Instruction, Oudh, and consequently the meetings in question have been held during the year under report in the Lucknow, Hurdui, Oonao and Barabunkee districts. The results, I am happy to say, have been most encouraging, as the teachers now in general vie with each other, in trying to make themselves, if possible, deserving and entitled to rewards at the future annual meetings to be held during the current year.

Village schools in Zillah Lucknow.

" (a). These institutions which were opened about the middle of 1866-67, have continued during the year reported upon under the charge of Pundit Sheo Narayen, Deputy Inspector of schools, zillah Lucknow, who has managed them successfully ever since they have been working. I am sorry however to record that the district under the charge of one of our most energetic officers was considerably reduced on the late redistribution of boundaries of districts in Oudh. So that the number of village schools in this district, at the close of the last official year is only 38 against 49 at the end of the year before the last. But to compensate the loss of these institutions, the Deputy Inspector has opened some 18 branches to his village institutions, and by this means the attendance has increased during the year under review from 1969 to 2028 ; but the collection of fees has unavoidably fallen down from Rs. 451 to Rs. 378-5-6.

Lucknow District.

" The actual attendance in all these 38, including the 18 branches connected with them, being 1417 boys per diem, is a little more than 77 per cent of the total numbers of names on the school registers.

"The average number of pupils has increased this year from 40 to 53; and the daily attendance from 26 to 37 boys per school, on an average. The progress made in studies by the students of these schools is by no means unsatisfactory, I think, during the year under report, as there are now 161 and 327 students in the I and II classes of these schools respectively, against 109 and 304 at the close of the year before the last. The tahsil of Kursi having been lately transferred from this to the Barabunkee district, there are only three tahsils left in this zillah, viz., Lucknow, Mohanlalganj and Malihabad, in the first of which there are 14 schools and 570 scholars, in the second 13 schools 988 scholars, and in the third 11 schools and 470 scholars. In these schools the averages of daily attendance and the percentages of the same on the strength of the schools in question, being 30 and 77; 58 and 77; and 42 and 79 respectively, show that the schools in Malihabad tahsil are much better appreciated than in other tahsils. There being 14 branches in tahsil Mohanlalganj alone out of 18 village schools branches in the whole district, the average daily attendance is necessarily high in that tahsil. Out of the above 38 schools in the whole district, there are only two, in which the daily average attendance is less than 15 boys each, of these one is in Jagohri, and one at Karumnaw, where those averages are only 12 and 8 respectively, but they are of only two months standing; and will soon improve.

"Bahroulee, Salempoor, Behta, and Samest are also not getting on as satisfactory as desired; but are improving rather slowly owing to the antipathy shown by the industrial and lower classes of people to the education placed within their reach. All these 38 schools, including 18 branches connected with them, are under the tuition of 36 certificated masters, 20 probationary teachers and 17 pupil teachers or monitors. The pay of the teachers of the first sort ranges between Rs. 6 and 10, of those of the second between Rs. 3 and 7, and of those of the third between Rs. 2 and Rs. 1-8.

"Four village school houses have been constructed during the year under the superintendence of the Deputy Inspector, Pandit Sheo Narayan, who really deserves credit for the able and economical manner in which he has got them built, one is in course of erection, and one is granted this year by Badri Prasad Misr for the school in his village Mow; and an old police station building has been enlarged for the one at Godsaenganj, so that 20 village schools are now provided with regular school houses, commodious and suitable.

Village schools in Zillah Oonao.

"(b). "In this zillah there are only four tahsils over which the schools of the above description are scattered thus:—

Tahsils.	No. of Schools	No. of Scholars.
"Oonao,	21	977
"Mohán,	15	671
"Saffipúr,	8	283
"Purwah,	21	936
	65	2867

"The last numbers contrast favourably with 64 schools and 2,547 scholars, at the close of the year last reported on. The number of pupils per school on an average, the average daily attendance, and the percentage of the same on the registered numbers, have all risen during the year under report from 39, 30, and 79, to 44, 38, and 82, respectively. The annual amount of fees collected per school on an average has however fallen down from Rs. 10-2-1 to Rs. 7-10-7 owing to the high price of corn prevailing for a long time in the district. The village schools in the zillah under notice are I think well advanced as regards the progress made by the students in their studies, as there are now 257 and 472 pupils in the first two classes, and 595 and 1,543 in the last two respectively.

"These schools, 65 in number, are under the tuition of 87 teachers, 54 of whom are certificated, 17 uncertificated, whose pay varies from Rs. 3 to Rs. 7 per mensem; and 16 monitors or pupil teachers, who get from Rs. 2 to Rs. 1-8 each per month.

"Since these institutions have been started in this district, they have remained, up to date, under the management of Munshí Amín-ud-dín, who is an active and energetic officer, but a great advocate of high pay and emoluments for his subordinates. He has carefully avoided for a long time past the superintendence of the erection of village school houses. There is now one in progress under his care, and will I hope be well built. He is also fond of office formalities, and has consequently much office work to do."

Village schools, Zillah Barabunkee.

"(c). The village schools in this district are under the management of Munshí Hanumán Pershád, Deputy Inspector of Schools, who was transferred to this zillah in June 1867, while these schools were opened about the middle of the official year 1866-67.

Barabunkee.

"He has been eminently successful in the work of village school building entrusted to his care. He does not seem to be very particular about his office work, and therefore dilatory in correspondence. The number of his village schools during the year under report has increased from 54 to 66, and that of the scholars from 1,976 to 2,620.

"There being four tahsils in this district, the following is the number of schools and scholars in each:—

Tahsils.	No. of Schools.	No. of Scholars.
"Nawábganj,	20	808
"Rámnagar,	18	789
"Sanaighát,	19	684
"Hydargarh,	9	339
	66	2620

"The average daily attendance during the year under report is 80 per cent. of the number of pupils on the rolls against 78 during the year before the last. The collection of tuition fees during the two years in question amount to Rs. 648-5-9 and Rs. 431-3-0 respectively, the increase being highly satisfactory I should think.

“ The progress in studies is also creditable, the numbers in the four classes of the prescribed scheme having risen from 45, 286, 482, and 1211, to 318, 447, 586 and 1269 respectively.

“ The following is a detail of the number of teachers employed in these schools ; 55 certificated teachers whose pay ranges between Rs. 6 and Rupees 10 per mensem ; 28 probationary teachers whose pay ranges between Rs. 3 and 7 per mensem, and 5 monitors or pupil teachers whose pay ranges between Rs. 1 and Rs. 2.

“ The average cost per school is Rs. 107-6-6 per annum, much less than that in all the districts of this circle except Seetapoor and Kherec.

Village Schools, Zillah Hurdni.

“ (d).—The schools in this district have remained under the management of Munshí Mulchand, for about 11 months of the year under report. About the end of February last he was dismissed from the department for his failure in the matter of village school buildings entrusted for construction to his care. He has been succeeded by Munshí Imdád Husein who has compiled the annual returns which show that there are at the close of the year under report 66 schools and 2808 scholars against 63 schools and 2299 scholars at the close of the preceding one.

“ The percentage of daily attendance on the average number of registered students has risen from 82 to 84, and the fee-collections from Rs. 476-6-3 to Rs. 651-15-0.

“ This steady and satisfactory increase is undoubtedly, I think, a clear proof that our schools are exceedingly popular.

“ There being 4 tahsils in this zillah, the number of schools and scholars in each is as follows :—

Tahsils.	No. of Schools.	No. of Scholars.
“ Hurdni,	12	536
“ Sandilah,	12	504
“ Bilgrám,	19	770
“ Sháhábád,	23	998
“ 66		2808

“ The average number of pupils per school in the 4 tahsils above named being 44, 42, 40 and 43 respectively, it is manifest that the scholars are on the whole almost equally flourishing in all the tahsils.

“ There being no first class in existence during the year last reported upon, and the numbers in the next three classes being 137, 422 and 1740, the pupils' progress in studies has been satisfactory during the year under report, as all the classes of the prescribed scheme are in operation now with the following numbers in each :—

“ In class I,	124 boys
“ Do. II,	470 „
“ Do. III,	655 „
“ Do. IV,	1559 „
“ Total,	2808 „

" The village school masters employed in this district are as follows :—

" 53 Certificated teachers whose pay varies from Rs. 6 to Rs. 10 per
" mensem.

" 32 non-certificated teachers whose pay varies from Rs. 3 to Rs. 9
" per mensem.

" 14 pupil teachers or monitors whose pay ranges between Rs. 1 and
" Rs. 2 per mensem.

—
" 99 Total.

" On my tour in this district I closed one school at Kachona as the
" people of that place, who for the most part were banyas trading in corn,
" could not be persuaded to avail themselves of the said institution, the
" knowledge of illegible Hindi being considered by them quite sufficient
" for their childrens' practical purposes. I was also not satisfied with the
" schools at Kursat and Kuson, the former of which has been working
" amongst the Kurmis and the latter amongst the planters of betel
" leaves. The first of these has been done away with after a fair trial has
" been given to it; the 2nd is still at work with an average attendance of
" some 23 boys per diem.

" But such cases are few, being confined only to those villages that are
" inhabited mostly by banyas or by purely agricultural and menial races.

" In most cases the Lambardárs and other native gentry evince a
" lively interest in the welfare of our village schools.

Village Schools in Zillah Seetapoor.

" (e).—The number of schools and scholars in this district has in-
" creased to 51 and 1982, from 35 and 1209 respectively at the beginning
" of the year under report.

Sectapoor.

" The average number of pupils and the average daily attendance per
" school are 38 and 28 nearly, against 34 and 23 respectively at the end of
" the year last reported upon. The collection of fees also appears to have
" increased, the amount of fees realized per school being Rs. 12-12-10 dur-
" ing the year against Rs. 9-1-0, during the preceding one. This increase
" in every feature of the schools under notice is a sure proof that they
" are growing more and more in popularity as they become older.

" There are four tahsils in this district and the number of schools and
" scholars in each is as follows:—

Tahsils.	No. of Schools.	No. of Scholars.
" Seetapoor,	14	594
" Mahmudabad,	13	574
" Mirrikh,	15	552
" Biswah,	9	262
Total,	51	1982

" The average daily attendance in these schools is 83.45 per cent. of the average number of boys on the roll during the year under report, and may I think be considered highly satisfactory.

" The progress made by the students in their studies is also I think creditable to both the students and their teachers, as there are now 54 boys in the first class, 309 in the second, 400 in the third, and 1219 in the fourth, against 0, 87, 203 and 919 at the beginning of the year now reported upon. The subjoined detail will show the number of teachers employed in this district :—

" 42 Certificated teachers whose pay ranges between Rs. 6 and Rs. 9 per mensem.

" 24 Non-certificated teachers whose pay varies from Rs. 3 to Rs. 8. per mensem.

" There are no pupil teachers as yet appointed in this district.

" The average annual cost per school is Rs. 95-7-6, less than what it is in other districts of this circle, Kherree excepted, where the village schools have been started only last October.

" Baboo Keshab Chandra Déb, Deputy Inspector of Schools in the zillah under notice is a hardworking officer, but rather dilatory in his work, especially in that connected with his office. He is habituated to ride, examines his schools carefully, and is economical in his measures, but has expressed his desire more than once for an increase to his travelling allowance since the district of Kherree has been added to his charge, for which a separate Deputy Inspector should in my opinion be appointed as soon as practicable.

Village schools, Zillah Kherree.

(f). " There being only one village school in operation since the last three years, 11 more schools of this description have been opened since last October by certificated teachers from the Normal school, Lucknow, so that there are now 12 schools with 371 scholars on the rolls. The average number of registered pupils per school during the year being 24, and the daily attendance 20, the latter is about 83 per cent of the former, as satisfactory as could be wished, I think. The fee collections during the year under report amount to Rs. 30-3-9 against Rs. 22-10-7 during the preceding one.

" The classification stands as follows :—

Class	I	...	...	...	...	2	boys
"	II	...	...	...	...	17	do.
"	III	...	...	...	...	49	do.
"	IV	...	...	...	...	303	do.
						<hr/>	
Total,						371	

" These results are I think highly satisfactory considering the short time the schools have been at work."

Space forbids my giving as many extracts as I could wish from the reports of the Deputy Inspectors, which repay perusal, and which bear witness to the interest taken in their work. The following is from Pandit Sheo Narayan, Deputy Inspector of Lucknow :—

Deputy Inspector, Lucknow.

Village schools with an average attendance of above

		1868-69.	1869-70
100	daily	1	4
50	„	4	4
40	„	6	8
30	„	7	4
25	„	11	6
20	„	11	7
16	„	7	2
Below 16	„	2	3
Total,		49	38.

16 good schools have been transferred to other districts or promoted to town schools. The cost per pupil has fallen from Rs. 3. 4. 1. to Rs. 2. 12. 10. The transfers took away “some 97 boys belonging to the first two classes and 90 boys more are now entered under town schools owing to the transfer of 3 village schools to that head. Besides these, nearly 95 boys have left the school from the first 2 classes and there are now altogether 520 boys who can read any books, write their purport, and cypher the first four rules. We would classify the 38 schools thus ;

“ Excellent 5 moderate 9.
 “ Good 5 indifferent 4.
 “ Fair 4 bad 4.”

The Lucknow educational committee passed a resolution to the effect that “the condition of the village schools is generally both good and promising, but the committee regrets to observe that the schools at Salempoor (Chaudhri Nawab Ali,) Barauli (Maharaja Sir Man Singh), and Khalispur (Ahmad Hussein Khan, Daffadar), are not attended as they should be.”

The Deputy Inspector of Barabunkee calculates that there is a school for every 20 square miles, and about 65 boys to each pupil therein ; no village in the district is he thinks more than 4 or 5 miles distant from the nearest school.

Deputy Inspector, Barabunkee.

The progress in studies he has found satisfactory, and the teachers have cordially assisted in promoting the welfare of the schools. There were 478 withdrawals, chiefly from the higher classes, to 1154 admissions, chiefly to the lower.

In Oomao. “The encouragement given to the best village schools of Moradabad and Bethur and Morawan by raising them to the grade of Town schools made several teachers work hard during the year.” The Deputy Inspector reports 7 schools as fit for similar promotion.

Deputy Inspector, Oomao.

"As a rule the teachers are generally well behaved and attentive to their duties, all those teachers who attend the Normal school to complete their education have been found to be very successful, but those who went there with very little knowledge of vernacular have been invariably found not to be competent for the posts they hold."

Deputy Inspector, Secta-
poor.

In Seetapoor the withdrawals were 927 to 1839 admissions, attributed partly to the closing, from want of funds, of several schools and their branches, partly to the very prevalent scarcity. "The improvement made by the respective schools during the year is," the Deputy Inspector adds, "in my humble judgment not discouraging." He complains of the incapacity of many teachers, and thinks that to their negligence and want of tact should be attributed much of the apathy on the part of the people of which teachers are given to complain.

Buildings.
Revised plan.

53. Mr. Brockman's revised plan, described in para. 53 last year, has continued to give satisfaction. District officers have continued to lend assistance; but there seems to be in the department a prevailing opinion that the work is better done through Deputy Inspectors than through Tahsildárs.

Comparative return.

The comparative return is given below :—

District.	Number of schools.		Estimated cost.	Amount expended up to 31st March.	Schools erected under the direction of		Remarks.
	Completed in the year.	In progress.			District officers.	The Deputy Inspector.	
			Rs.	Rs.			
Lucknow,	{ 1868-69	6	1	2601	850	3	4
	{ 1869-70	4	1	1958	1679	...	5
Barabunkee,	{ 1868-69	10	2	3668	4000	8	4
	{ 1869-70	8	2	4102	3851	1	9
Oonao, ...	{ 1868-69	10	13	7480	5623	23	...
	{ 1869-70	11	3	6031	5384	12	2
Seetapoor,	{ 1868-69	3	4	871	744	1	6
	{ 1869-70	9	...	89	89	1	8
Hurdui, ...	{ 1868-69	4	7	4338	4905	...	11
	{ 1869-70	11	5	4874	3016	3	13
Kharee, ...	{ 1868-69	4	...	599	599	4	...
	{ 1869-70	...	...	...	...	...	...
Fyzabad, ...	{ 1868-69	2	2	1660	1936	...	4
	{ 1869-70	5	2	3120	2413	...	7
Baraich, ...	{ 1868-69	1	...	12	12	...	1
	{ 1869-70	5	5	100	190	...	10
Roy Bareilly,	{ 1868-69	6	7	4588	2981	3	10
	{ 1869-70	5	4	3824	3631	...	9
Sultanpoor,	{ 1868-69	8	...	3492	3308	8	...
	{ 1869-70	7	2	5408	5240	7	2
Pertabgurh,	{ 1868-69	9	17	8350	4537	26	...
	{ 1869-70	6	4	3778	3428	8	4
Gondah, ...	{ 1868-69	...	...	...	...	...	...
	{ 1869-70	...	...	...	...	...	...
Total, ...	{ 1868-69	63	53	37561	29495	76	40
	{ 1869-70	70	28	32284	28231	32	66

The following statement shows the distribution of houses at the year's end.

Distribution.

District.	Number of Village Schools for which houses				Remarks.
	Are lent or given rent free.	Are lent on rent.	Have been erected.	Total.	
Lucknow, ...	16	2	20	38	
Barabunkee, ...	28	5	33	66	
Oonao, ...	12	14	39	65	
Seetapoor, ...	28	4	19	51	
Hurdui, ...	42	9	15	66	
Kherree, ...	11	...	1	12	
Fyzabad, ...	18	6	22	46	
Gondah, ...	1	...	...	1	
Baraich, ...	24	2	5	31	
Roy Bareilly, ...	28	12	21	61	
Sultanpoor, ...	34	4	14	52	
Pertabgurh, ...	20	..	33	53	
Total, ...	262	58	222	542	

54. Village schools were managed by the following corps of teachers :—

District.	Village School Teachers at														Total
	Rs. 10 0 0	Rs. 9 8 0	Rs. 9 0 0	Rs. 8 0 0	Rs. 7 0 0	Rs. 6 8 0	Rs. 6 6 0	Rs. 5 0 0	Rs. 4 0 0	Rs. 3 0 0	Rs. 2 0 0	Rs. 1 8 0	Rs. 1 0 0		
Lucknow, ...	2	...	7	16	9	...	3	5	9	6	7	10	...	74	
Barabunkee, ...	3	...	10	17	17	...	22	23	...	...	...	...	...	92
Oonao, ...	13	...	16	17	20	...	9	5	3	8	1	12	1	105	
Seetapoor, ...	...	...	5	15	14	1	14	9	7	1	...	...	...	66
Hurdui, ...	5	...	7	19	24	...	19	9	4	...	3	9	2	101	
Kherree, ...	...	1	...	3	4	...	3	2	...	...	...	...	...	13
Fyzabad, ...	2	...	2	9	17	...	22	7	1	3	3	...	...	66
Gondah, ...	...	...	...	...	...	...	1	...	...	...	...	...	...	1
Baraich, ...	...	...	8	9	6	...	6	4	1	...	2	...	...	36
Roy Bareilly, ...	5	...	5	14	12	...	24	23	...	...	...	...	...	83
Sultanpoor, ...	2	...	2	7	19	...	21	11	2	1	1	...	...	66
Pertabgurh, ...	3	...	3	...	11	...	23	13	5	...	...	...	...	62
Total. ...	35	1	65	130	153	1	167	114	32	19	17	31	3	765	

The 542 schools were at the year's close in charge of 552 masters, aided by 213 assistant masters, monitors, and pupil teachers. Exclusive

Teaching staff.

of fees. The salaries of the masters, averaging Rs. 7-5-9 per mensem, were as follows :—

<i>Last year there were</i>	35	Teachers at	Rs. 10 . 0 0	each.	
13 Teachers at 10 each.					
42 do. at 9	1	... ..	9 8 0		
123 do. at 8					
154 do. at 7	65		9 0 0		„
151 do. at 6					
483 Average Rs. 7-3	130		8 0 0		„
	153		7 0 0		
	1		6 8 0		„
	167		6 0 0		„
	<hr/>		<hr/>		
	552	Average ..	7 5 9		
			<hr/>		

The heavy outlay still required for buildings has precluded any very material rise in salaries, and the scarcity has told severely on this class of deserving men. The good results of the Normal school training continue to show themselves.

Akhbār Sirishta-i-Talīm.

55. Akhbār Sirishta-i-talīm, Oudh. Of this useful publication the editor, Pandit Sheo Narayan reports as follows :—

“The Akhbār Sirishta-i-talīm is daily assuming the character of a very useful educational magazine. Being in charge of it, I can hardly be a good judge of its merits and would only refer you to the opinion the great orientalist of France has expressed about it in his annual review of vernacular newspapers. The size of the magazine has been increased from 12 pages to 16 this year. It is divided into four parts, of which the first and largest, occupying some 10 pages, contains useful and instructive articles, especially written with a view to infuse new thoughts and broader ideas into the minds of our teachers. The second part contains small amusing tales and stories. The third, news of the department and of the province. The fourth gives a general summary of the most important news and events of the world, as far as I had an opportunity of examining several vernacular papers received in the ‘Jalsah-i-tahzib.’ I think we publish more original and professional articles than any others do. The total number of copies published last month was 720, of which 679 are sent to schools, 30 to contributors, newspaper editors, &c., &c., six to subscribers. Under the last head there are very few names, but I may fairly say that no direct steps have yet been taken to increase this number. I am in communication with Munshī Newul Kishore on the subject and if the Director Public Instruction has no objection, measures will be taken to send out a general notice and inform the people of its merits and usefulness. As a rule, teachers in this district take special delight in reading it. Sometimes when they do not receive it by the fixed time, many tākids for it are received in my office. A Nagri version will be an improvement in this branch of our department, and most useful to Hindu females.”

The high testimony referred to is as follows :—

3. "*Akhbār sirīschta-i-ta'lim* "Nouvelles du département de l'instruction publique." Ce journal urdu paraît mensuellement à Lakhnau, depuis février de cette année, sous les auspices de Mr. W. Handford, directeur de l'instruction publique de la province, ci-devant royaume d'Aoude, par cahiers de douze feuillets accompagnés quelquefois d'un supplément. Il contient des articles originaux en vers et en prose, et dans les numéros qui m'ont été obligeamment adressés j'ai trouvé plusieurs documents précieux non-seulement pour les Indiens, mais pour les Européens. Le rédacteur en chef et ses collaborateurs sont des natifs de mérite et connus dans la littérature de leur pays."

Discours D'Ouverture du 6 Décembre 1869. Par M. Garcin de Tassy, Membre l'Institut, etc.

Village Teachers' Libraries.

The amount expended from Imperial Funds on these excellent

Vernacular Libraries.

* Lucknow,	Rs. 50	means of extending a taste for vernacular
Barabunkee,	50	literature is given in the margin.*
Seetapoor,	50	
Hurdui,	11	The scheme is in its infancy, but it appears
Fyzabad,	50	to be making progress. Of the library at
Roy Bareilly,	50	Lucknow, Pandit Sheo Narayan reports as
Sultanpoor,	50	follows :—
Pertabgurh,	50	"The village schoolmasters' library,
Total,	361	

"though in existence for the last two years in this district, was re-organized in the early part of the year, and now contains 294 volumes. They are borrowed freely by the teachers, and the number of books lent during the year was 160. Books containing tales and stories seem to have been most attractive, and those on history have next commanded attention. Under the resolution of the village teachers' quarterly committees, the library has been made open to anybody in the mofussil who pays one rupee a year and wishes to become its member, on the recommendation of a teacher; only one gentleman has yet become a member under this rule, but if village teachers try to make its terms known, there will, I hope, many more join it with much pleasure and readiness." The departmental orders in connexion with these libraries are given in the Appendix.

56. As might be expected, the attitude of the people towards the schools varies much.

Attitude of the people towards schools.

57. The Deputy Inspector of Barabunkee, after detailing the opposition with which the department was at one time met, remarks "all such prejudices and foolish ideas have now abandoned the country to a great extent, and day by day people are gaining experience to appreciate learning and understand that the schools are opened with no other object but to do good to them and their country." "Even Pasis," he adds, "are now beginning to send their boys to school."

Barabunkee.

The Deputy Inspector of Oudho observes that "villagers including lambardars are generally well disposed towards Government schools." "A few," he adds, "complain of the ignorance of our teachers;" a com-

plaint which he hopes will be remedied by the improved training due to the Normal school.

Lucknow.

Deputy Inspector's report.

"As to the feelings of the people towards our schools, I must repeat what I said in my former reports, that on the whole they are not unfavourable. There are no direct objections whatever; but the presence or absence of something in our vernacular scheme of studies no doubt is not liked by the more advanced class of people; I think it is the absence of any distinction in our scheme that gives them reason for any unwillingness or complaint. Distinction is quite natural among the natives, and as far as it does not actually interfere with the internal discipline of the department, to allow it in points of education, especially is an advantage rather than a loss; on the other hand, uniformity of scheme is an embargo on the creation of new vernacular books, their free publication, circulation, and compilation." As Secretary to the Jalsah-i-Tazib, Pandit Sheo Naryan, has unusual opportunities of tapping native opinion. Special classes on high fees may deserve consideration. Too poor to pay for the privilege of special education; too proud to submit to the equality of our schools; the respectable, poverty stricken "Raiaes" deserve sympathy. With a lofty literature of their own, they not unnaturally look down on what our village, and even our town schools can give them; and to grapple at once with their poverty, their pride of intellect, and their pride of birth, we must, to be successful, meet them half way.

Seetapoor.

"The people at large have commenced to esteem our schools with more earnestness than they have hitherto done. Objections against our system of education have been very few this year." The Deputy Inspector, adds that hunger, too often depicted on the pale faces of the boys, has kept away many well disposed to come. "Certainly the year under review has been one of great trial."

Kherree.

"In Kherree, the people of those localities where we have opened schools appear to appreciate education, and thereby value our schools much. Several have even requested me to organize schools in their villages." Munshi Durga Parshad remarks,—

Report of Junior Inspector.

"The steady and satisfactory increase" (in attendance) "is undoubtedly I think a clear proof that our schools are exceedingly popular. In most cases the lambardars and other native gentry evince a lively interest in the welfare of our village schools."

As before remarked, a good deal of opposition may wear away, when the truth comes home that, take or refuse the education, the land owner must pay the cess.

Government Female Schools.

Female education.

58. As an abstract question, female education in India has much to be said on both sides. On the one hand, it may be urged that it is through direct intellectual progress that the efforts of the State to advance civilization have been, and should be, made; and that is open to question whether the intellectual training of women is an essential condition to the intellectual advance of men. A period of brilliant intellectual pro-

gress in the history of the world was, it may be said, a period when "the free citizen-women of Athens lived in strict and almost oriental seclusion, and seem to have been destitute of all mental culture and accomplishments." What has been, may be; and from this point of view it might seem expedient to concentrate our efforts on the education of boys, rather than to dissipate them on that of girls also.

Grote's History of Greece,
Volume VI, page 136.

On the other hand, from a moral point of view, it may be said that the social condition of Athens is exactly that phase of society which, as regards young India, may be imminent, but against which a wise Government would do well to guard.

"Their society" continues Mr. Grote, "presented no charm nor interest, which men accordingly sought for in the company of a class of women called *Hetære*, literally female companions, who lived a free life, managed their own affairs, and supported themselves by their powers of pleasing." If the seclusion of the purdah is to remain a barrier to the advance of female thought, it may be expected that those who are freed from its restrictions will be the first to seek in education an additional power to please, and that an enterprising class of adventuresses will secure what the *zenáná* cannot give. How far these moral considerations call for the direct action of Government, and how far they should be left to individual philanthropy, to the self-suggested wants of the people, and to missionary enterprise, it is not easy to determine.

Idem page 136.

I venture myself to think that the morals of this country are in no immediate danger from the intellectual progress of its men; and that we need display no anxiety to force what the people are themselves likely soon to claim. Be this as it may, the question has practically solved itself. Whatever be its real merits, the line of action has already been laid down. So far back as in 1854 it was declared that "the importance of female education in India cannot be over-rated," that "by this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men," and that "our Governor General in Council has declared—that the Government ought to give to native female education its frank and cordial support." That on the whole, this frank and cordial support, had not up to the year 1866-67 been actually given, is admitted in para 84 of the Note of that year. But "the Government of India has since held out promises of liberal assistance and support to an indefinite extent, on the single condition that the genuine co-operation of the native community can be secured."

Course dictated by Government.

Despatch of 1854, para 83.

Such being the case, each sign of progress is a cause for satisfaction. That little has been done is no ground for despondency. That a beginning has been made is sure ground for hope. What has been done in Oudh I now proceed to state:—

59. The following statement shows that the Government Female schools have risen to 38, and their pupils to 879.

Facts in Oudh.

Districts.	Schools.	Pupils.	Remarks.
Lucknow (City),	7	127	
Do. (District),	4	158	
Fyzabad,	1	66	
Sultanpoor,	5	91	
Barabunkee,	6	86	
Hurdui,	9	229	
Seetapoor,	4	96	
Baraich,	2	26	
Total,	38	870	

Exclusive of the cities of Lucknow and Fyzabad, six districts have shown themselves amenable to female education.

Hurdui, with its agricultural population, heads the list. The closing of a school in the Lucknow district, and the amalgamation of schools in Fyzabad are balanced by a rise in pupils from 115 and 55, to 158 and 66, respectively, and by the opening of two new schools in Barabunkee, three in Hurdui, two in Seetapoor, and two in Baraich. In Sultanpoor one school has been closed and pupils have fallen from 122 to 91.

DETAILS.

60. The following details will be read with interest :—

Eastern Circle.

Of the Eastern Circle, Mr. Thomson reports thus—

Fyzabad.

“ At the close of last year there were two Government girls' schools in Fyzabad, but during the year under report the number has been reduced to one. In August the mistress of one school died, and as I could not get another suitable mistress I amalgamated the two schools. The girls were then taught by Bismillah Begam, with one of the senior girls as monitor.

“ At this time there were also two girls' schools in Fyzabad managed by Mrs. Reuther of the Church Missionary Society. In December that lady went to Europe and at the time of her departure proposed to make over her schools to this department. One of the mistresses however refused to serve in a Government school, but the other, Sohgra Begam, willingly joined the department; she is an intelligent woman and not quite so much under the restrictions of *pandah* as native ladies generally are. As she is a good manager, I considered it desirable to put the other mistress under her guidance, and so I joined the two schools. Thus of the four schools existing at the close of 1868-69, one, in many respects the best and most interesting, has been broken up, and the other three formed into one. There are 111 girls on the register, and the attendance is very regular. There are two mistresses and two monitors. The course of study is similar to that of village schools, and there are 15 girls in the 1st class, 24 in the 2nd, 33 in the 3rd, and 89 in the 4th. I have not yet been allowed to inspect this school, but from the regularity of attendance I am inclined to believe that the girls are well taught.

Sultanpoor.

" In Sultanpoor and its neighbourhood there are 5 schools, with 91 girls, and an average daily attendance of 74 per cent of the number registered. Last year there were 6 schools, but one of the teachers resigned, and I could not find a suitable person to fill his place. The teachers here are all men, and of course must be chosen with great care. I inspected these schools in January and found that many of the girls could read easy sentences, and some read easy narrative pieces fluently.

Katáwan.

" There are also two schools in Sultanpoor district, one at Katáwan, and one at Jagdíspur. The history of the school at Katáwan is I think worth relating in detail. In December 1868, I got a letter from 10 or 12 of the zamindárs of Katáwan saying that a school had been established for the boys, where they were very well taught, but that now the people wished to have one for the girls, and they also wished that a Bráhmāni, by name Pryági, should be made mistress. Such a request from half a score of Bachgoti Rájputs was something altogether new to me; I suspected there must be some "dodge" in it, so I wrote that in February I would be in Sultanpoor and would then ride out to Katáwan to examine the boys' school, and make arrangements for the girls' school. I reached Sultanpoor during the Holi holidays when the schools were closed, so I did not go to Katáwan. The people finding that I had not kept my promise, sent a letter to the Deputy Commissioner, asking him to assist them to get a girls' school established. This letter was sent on to me. As the people seemed to be really in earnest I instructed the Deputy Inspector to establish the school under Pryági and to look very carefully after it. He has always reported favourably of the progress of the girls and the conduct of the mistress. On the 2nd February last I inspected the school myself. The mistress withdrew from the room, but the girls made no objection to my visit. There were 17 present; 13 reading the Hindí primer, and four reading easy Hindí stories. These four girls read very well. I opened the book at random and asked the first girls to read half a page, and then similarly with the other three afterwards; I examined them very minutely on the meaning of words and scope of the lessons. The questions were answered with an accuracy and promptness that I have never seen surpassed by boys at the same stage of progress. Of the other 13, some had nearly finished the Hindí primer, and some were only at the letters, but as far as they had gone they had been taught thoroughly.

" The mistress also teaches them needle work, and the samplers shown to me seemed neatly done. In writing they were not so far advanced as I should have liked to see them. They could copy tolerably well, but none of them could write to dictation. All the seventeen are Bachgotis, and had they been born before the days of British rule, it is not likely that one-half of them would have lived to be ten minutes old.

" The leader in the girls' school movement was Thákur Ajodhia Singh, lambardár, but several lambardárs and zamindárs seemed to be heartily pleased to hear their girls read so fluently.

"Two girls' schools have been recently opened in Baraich. They "promised to do well, but as they have been at work only two months, I "can hardly say how the people will regard them."

That in Sultanpore inspection should have been freely granted is a marked sign of progress.

Baraich.

The spontaneous demand for a school in Katáwan, the earnest desire of the Bachgoti Rájputs for its establishment, and the results of the examination (which, to judge from the reports of the Committee of Council of Education, would bear favourable comparison with our English dame schools), are most encouraging. Thákur Ajodhia Singh is deserving of great credit, and some special mark of appreciation might not be out of place. Of the Baraich girls' schools Mr. Kavanagh reports:—"Two "were opened during the year by Bábu Kálí Dáss and Pandit Sheo "Narayan Tiwári. At the end of the year 21 girls attended, all very "young and Mahomedans, the teachers themselves being of that sect." The want of a trained teacher from the Lucknow female normal school, is, says Mr. Kavanagh, much felt. The report of the Deputy Inspector is favourable.

Tándah and Bhadursa.

The Deputy Inspector of Fyzabad reports that several attempts were made during the year to establish a female school at Tándah and Bhadursa, but that, though "success was met with at first in each case, it proved "temporary owing to the strong prejudices of the people."

Western Circle.

Lucknow City.

61. As regards the Western Circle the following are the results. Of Lucknow, Mr. Quinton observes that "female education is not neglected "in the city. Besides the La Martiniere girls' school, which is for the "education of the daughters of Europeans and Eurasians, there are native "girls' and women's schools as below;—1 Normal school, 1 Model school, "Mahomedan schools in the Ghawk, Niwázganj, Pátanállah and Rája ká "Bázár, and Hindú ditto in Mukbulganj and Fattahganj."

The Lucknow schools have been under the general superintendence of Mrs. Massih, Mistress of the female Normal school.

Munshí Dúrga Parshád, Junior Inspector, reports as follows:—

"We have made a fair progress, I think, in this direction also during "the year under report. There are now 30 girls' schools attended by 605 "students, against 20 schools and 373 scholars last year. In the Lucknow "district there are 10 of these schools with 195 scholars; 5 of these are "Mahomedan schools at work in Malihabad under the management of the "head teacher there, and the remaining 5 are Hindú female schools, 2 of "which are in operation in the city of Lucknow, under the management of "the Deputy Inspector, one under that of the village teacher at Bakás, one "under that of the teacher at Nagrah, and one is held at Goshanganj, "under the tuition of a Poorohit there. I cannot express myself highly "pleased with the progress made in one of the two schools in Lucknow, "and in those at Bakás, Nagrah and Goshanganj, but considering the "comparatively little time the female students can spare to study, after "performing the domestic duties required of them, the progress made in "studies may be deemed pretty fair I think."

" At the female school at Mukbulganj and those at Malihabad, I was much gratified at the intelligence shewn by some of the girls in reading and writing, and in some cases in sewing and knitting. Mrs. Davies visited these schools in Malihabad in November last, and expressed satisfaction with the progress made by the girls attending them."

Malihabad.

" In the Barabunkee district, there are 6 female schools with 86 scholars whose average daily attendance comes to about 52. One of the above institutions, viz., the one at Kándhupur, is a Hindú school with an attendance of 10 students per diem; they all learn the Nágrí characters, and are mere beginners. The other schools that I have personally examined out of the 6 above alluded to, are those at Russoulí, Kursí and Bilsar, 3 girls in each of the two former could read Hakaikool Moujoodat and Diárah Ilm very fairly, but I was not satisfied with their writing, to which their and their teacher's attention was directed. I requested the talukdár of Russoulí to try at his village one of the women trained at our female Normal school, Lucknow, and see whether she succeeds in discharging the duties of a female school there. He has consented to this proposal, and the experiment will be made."

Barabunkee.

" Of the 4 female schools in zillah Seetapoor, three are at work in Misrikh, in Mohullas Rumoopoor, Khakí Seray, and Doulatpur. The first of these was started by me in December 1868, the 2nd in October of that year by the tahsílí school teachers of Misrikh, and the 3rd on the 14th August last, through the same agency. They are under the tuition of three respectable Bráhmańs, under the management of the head teacher at Misrikh. The fourth is in operation at Rámkote, under the tuition of the village school teacher at that locality. These schools are all attended by Hindú girls, whose average attendance during the year has been about 21 students per school per diem. They appear before the departmental officers to be examined, and have made a fair progress in reading and writing Nágrí. As the female mistresses at Misrikh know but little of our school system and the subjects taught under it, besides reading and writing, the head teacher at Misrikh, has of his own free will, undertaken the work of instructing those women who are expected in time to turn out efficient and useful teachers."

Seetapoor.

" There are at the close of the year under report, 9 female schools in the Hurdú district containing 229 scholars, mostly daughters of Bráhmańs, Chhattís, Banyas, and Kattrís. In the year last reported upon there were only 5 schools with 127 girls under instruction in this district. On an average now some 200 girls attend our female schools in this district every day, in addition to those that attend the village schools along with their brothers to receive instruction. The village school course is for the present introduced into these female schools, 48 students of which are in the 3rd class of the scheme, and the remaining 181 in the 4th. Out of the 9 institutions of this description in Hurdú, I personally examined 8, and was highly gratified, not so much with the progress made by the girls in their studies, but with the treatment, I met with from their friends and relations, who chiefly consisted of the men of the Thákur and Bráhmań castes. They evinced a lively interest in the education of their daughters, and at my request expressed

Female schools in zillah Hurdú.

" their willingness in forming themselves into managing committees to encourage the female education in their neighbourhood. I wish therefore I would be authorized by you to try the experiment of the systematic extension of female education in this district, and I shall feel extremely happy to submit my detailed plan regarding the measure proposed if I be allowed to do so."

That female schools should be finding their way at once into Mahomedan towns like Malihabad, and into the centres of Hindú enthusiasm like Misrikh, is most encouraging. That in Hurdul little girls have begun to accompany their brothers to the village schools, and that the interest of the neighbouring landowners is keen, are facts of special significance.

From the reports of Deputy Inspectors I give the following extracts :—

Lucknow.

" There are now 6 girls' schools under my charge. The largest, at Malihabad with 4 branches, is attended by Mahomedan girls only. The remaining are all Hindú schools ; 2 of them in the city, and the rest in the district. Four schools have now female teachers, against 2 last year. The Malihabad school has made a remarkable progress both in number and studies. The Mukbulganj school in the city is also a fair specimen of Hindú girls' schools, with a class of a dozen girls who have read ' Vidian Koor,' can write easy letters, and in addition to all the needle work of a Hindú lady, can make excellent stockings also. Altogether, out of 195 girls under instruction in the district, there are 31 who are above class 3rd of the village school curriculum, and have already received that amount of instruction which can enable them to go on with their studies without the assistance of any one else. Two more schools have only this month been started at Mall and Mow. They have yet got some 15 girls, and I hope to give a good account of them next year. The girls in all these schools generally belong to the same class of people to whom our boys in village schools belong. We should I think neither expect nor desire a very large number of native girls collected for instruction in one place. If funds be available, I think it is now easy enough to do something towards extending education among families in Malihabad through the agency of some of those girls who have already made some advancement, and whose parents will not mind to let them go and teach in the neighbourhood. Good books, with well selected moral and religious tales and precepts adapted to local and social usages and wants of each district and class, will alone make book reading a healthy and interesting employment, to a native female.

" The following table will show the progress of female education under me and in the district.—"

Year.	Number of schools.	Number on roll.	Average.	Number in classes.				
				I.	II.	III.	IV.	Total.
1867-68, ..	3	81	55	..	..	..	81	81
1868-69, ..	5	124	74	..	7	21	96	124
1869-70, ..	6	195	146	9	22	44	120	195

"The following statement shows the progress made in the studies during the year compared with the last :— Barabunkee.

Year.	Number of girls in class.				
	I	II	III	IV	Total.
1868-69, .. ..	..	..	4	35	39
1869-70,	4	7	10	65	86

"Out of the above 86 girls, four have finished 'Hakaik-úl-mujúdat' and 'Gúldustah-i-Tehzib,' can write from dictation pretty fairly, and have made a begining in Arithmetic; 7 have finished 'Daira Ilm' and 'Insha-i-úrdú,' and copy their lessons on takhtís, and know how to read and write figures. They have also learnt a portion of 'Hakaik-úl-mujúdat.'

"The girls attending the female schools, are generally the daughters of the respectable persons in the villages, and most of them are relations of zemindárs and cultivators.

"The want of female teachers is sadly felt, and it is doubtful whether the teachers brought up in the Lucknow Female Normal school will be successful here. At present all the six schools are under the charge of the old Moulvís, with one exception, where a Pandit is appointed, who is assisted by his niece at Tekra and Kúrsi; a beginning has been made to teach some needlework, and some girls can now sew "*angurkhas*" and "*topies*."

The Deputy Inspector urges the opening of a female school at Barabunkee on a larger scale, with a trained teacher from the Lucknow Normal school, who might also act as inspectress in the neighbouring female schools. The subject is under separate consideration.

"There are now four schools of this class in operation, and they are doing fairly well on the whole. We are, I am happy to state, ready to open more female schools in this district, but to my utter disappointment and deep regret, the scantiness of our funds does not permit us to gain this noble object in view. Want of efficient and trained up female teachers is a great desideratum in this district, suitable books for female education are not yet procured to make our pupils proficient; I have, however, succeeded in opening a Female Normal school at Misrikh, to train up the mistresses already employed, and am glad to report that this useful institution promises to do very well. I quote a few lines from the Commissioner's remarks in the visitors' book of these schools, who says :—'I visited the Runnopoore, and the two other girls' schools on the 11th November 1869. There is nothing in the progress which these schools have made to excite any great admiration. But I was very much pleased to see that in spite of the many difficulties which stand in the way of all girls' schools, no less than 90 girls have been found, whose parents enter their names on the rolls; of these 75 were in attendance at the time of my visits, and Seetapoor.

“ many of them can read and write a little. The great want for some time
 “ to come is likely to be qualified female teachers.’ Mrs. Davies was also
 “ pleased to honour these schools with her kind visits in November last.
 “ The statement in the margin will fully exhibit the general state of 4

Name of Institution.	Number of schools at		Number of pupils on		Number of admissions		Number of dismissals		Average number of girls		Average number of pupils		Average attendance	
	1898-99.	1899-70.	1898-99.	1899-70.	1898-99.	1899-70.	1898-99.	1899-70.	1898-99.	1899-70.	1898-99.	1899-70.	1898-99.	1899-70.
Female schools,	2	4	43	90	43	70	23	37	83	116	24	29	47	74

Classes at work with the pupils in each on the 31st March 1870.

Annual cost of education each during.

Annual charges per each school during.

17 112 1V

17 112

24 25

70[90] 2[3'11 2[9'11 41] 8, [63 15]11

schools of this class.

The reasons of so many dismissals during this year are attributed to

“ the scarcity of food, and several of the girls being married, and in consequence they have been compelled to join their fathers-in-law family.”

It is to be regretted that no further details have been received from Hurdul, where the old Deputy Inspector had been discharged, and the new one but recently arrived.

62. Enough has been shown to prove that though but a beginning has been made, this beginning is far from discouraging; anticipated difficulties of almost every kind have been proved not to be insuperable. What is now wanted is to go on with what has been so well begun.

On this interesting subject I beg, with the permission of Chief Commissioner, to append two communications just received. There should be no better authority in Oudh, than that of Mr. Thomson, and Mahomed Ibrahim Khan, the enterprising head master of the Malihabad school. Mr. Thomson writes thus:—

Experience of Mr. Thomson.

“ Shortly after I was appointed Inspector I opened eight girls’ schools, viz., two in Fyzabad and six in Sultanpoor, and its immediate neighbourhood. These were established experimentally with a view to determining the following questions, first what is the real feeling of the people in regard to female education, and second supposing the feeling to be favorable or not very hostile, what machinery will be required to carry on efficiently the education of girls of all classes throughout the country. The girls in the Fyzabad schools were of respectable families and *pardah nashins*, those at Sultanpoor were mostly of the artizan and cultivator classes. There were also two schools in Fyzabad established by Mrs. Reuther of the Church Missionary Society, and aided by Government. One of these was attended by females of the highest rank, members of the late royal family; the other was attended by girls of good family, *pardah nashins*. There are two schools in Baraich attended by girls of the middle and artizan class, and there is the school at Katawan near Sultanpoor attended by the daughters of Bachgoti Rajputs. These details will show, I trust, that all classes of the community have been fairly tried.”

“ Now as to the result; the feeling of the men is indifference, there may be instances of strong hostility though I have not seen any such, but then there are instances of a very strong desire for female education,

"I need only allude to the case of the Thákurs of Katáwan mentioned in
 "my annual report. One of the teachers in Mrs. Reuther's school who
 "belonged to the Seiad family of Bhudrissa, about 10 miles from Fyzabad,
 "was frequently asked by the people to come home and establish a girls'
 "school in her native town rather than remain in Fyzabad. As girls do
 "not take service, no pecuniary advantage is to be derived from teaching
 "them. But the people have confidence in this department and are in no
 "way afraid to let their daughters attend school. Among the women them-
 "selves there is a strong desire to learn. They have not only the inquisi-
 "tiveness inherent in human nature, but also a desire to understand what
 "they hear the men talking about, and a longing for something to break
 "the ennui of zanána life. As a consequence *every school* that has been
 "opened has at once had a fair number of pupils who have attended regu-
 "larly and worked diligently. So far as I know, the results obtained in
 "the Western Circle have been the same as those I have just described.
 "These results have been obtained without exception, and in all classes of
 "society, and I therefore infer that similar success could be obtained in
 "every part of the province. For there has been no disturbing factor in
 "this experiment. Darbárs, Khillats, and Támashás have sometimes been
 "used to create or quicken a desire for education which proved ephemeral.
 "But these have had no place in Oudh. None but the officers of this
 "department have taken any notice of these schools, and it is very well
 "known we have nothing to give but knowledge. The hope of the hákim's
 "favour could have had no influence.

"We have had no difficulty with the girls or their parents but we
 "have had serious difficulties with the teachers. In some schools the
 "teachers are men, pretty well advanced in years and therefore not very
 "energetic. The women teachers have always been diligent but they
 "are seldom sufficiently educated themselves, and they know nothing
 "about organising or managing a school. They require a great deal of
 "guiding and encouraging, which it is impossible for any one but a lady
 "to give. As the schools are managed at present, there is a degree of
 "uncertainty that renders it in my opinion undesirable to increase their
 "number. Whenever a new teacher is appointed, I get four or five
 "anonymous letters, stating that she is a woman of disreputable character
 "and so forth. Hitherto these charges have been altogether untrue;
 "and when Mrs. Reuther was here, I got her to examine the schools and
 "make such inquiries as satisfied me that the letters were due simply to
 "malice. But if I were to establish a school now I might be misled into
 "appointing a disreputable woman, and a considerable sum of money
 "might be spent in doing mischief before the real circumstances of the
 "case were discovered. Ah inspectress who could thoroughly examine
 "candidates before appointing them would not be likely to make such a
 "mistake, or if she did, she would soon find it out and rectify it.

"It will be understood from this, I trust, that I do not under-estimate
 "the difficulties to be overcome in establishing efficient girls' schools. I
 "know they are great. But they are, if I may so express it, in the
 "department, not in the people, and so the remedy is in our own hands.
 "I am confident that by judgment, patience, and hard work, they can be

"removed. In my humble opinion the most important point is to do the work thoroughly as far as it is done. Experience has taught me that wherever the pupils are well taught, be they boys or girls, their number will increase. If a beginning is made with 50 or 60 Government schools I believe they could be put into really good order within three years, and when a sound foundation has been laid, the superstructure can be raised as fast as funds will permit."

Remarks of Mahomed Ibrahim.

The following translation of some very practical remarks from the pen of Mohamed Ibrahim, Head Master of Malihabad, are of peculiar interest, as coming from a native who clearly knows what he is about.

Best means of extending.

"The stability of female education depends upon the correctness and efficiency of the system on which teachers are employed. To expedite the extension of female education, it is necessary that the girls who have attained a degree of learning should be induced to go to private houses and teach grown up girls and matrons, and like monitors be paid a salary from Rs. 2 to 4 a month.

Subscriptions and fees should not at present be pressed.

"Male students should be induced to teach the girls belonging to their own families, and prizes offered for proficiency to the girls, and for zeal to the boys. Female attendants of girls should also be taught in order that they may teach the beginners living at a distance from the school. The levying of subscriptions should be deferred for the present, and tuition fees should not be imposed on female students; because people are averse to paying any subscription, and though during this year Rs. 20 have been paid to the teachers by the friends of the students on different occasions, yet no one agreed to pay any subscription or even a donation. Moreover subscriptions and donations can only be raised by means of public meetings, and in such assemblies people do not like that any mention of the females should be made; and therefore no assembly can be convened for the purpose of raising a subscription or donation, especially for the purpose of applying them to female education. It is difficult to raise money for female education in small and impoverished towns, and outsiders will not join the subscribers, knowing that females from neighbouring villages will not come to attend the school. Government succeeded but very gradually, and slowly in raising subscriptions for even boys' schools to which no objection could be raised, and it is impossible to expect any aid for female schools immediately on their first introduction. Government ought therefore to be liberal in this respect.

Male teachers should be gradually dispensed with.

"At present old men are employed in teaching girls, but this is owing to want of female teachers. The girls are growing up, and it is not the intention only to teach them mere reading and writing but also and chiefly to train them for their society, to refine their manners and speech and to inculcate in them the rules of social etiquette and modesty, qualities which would make an accomplished woman. These advantages cannot be derived from having male teachers for the education of girls. Moreover the girls have now grown up, and ought according to custom to live in seclusion from male society. Hence without the employment of female teachers such girls will cease to attend the school, and the result of all the efforts

"made to educate them will prove a failure. The rural population of these towns and villages do not like to have female teachers from the Normal schools at Lucknow and other cities. A 'Mahzar' of their good conduct will not satisfy the country people, for according to their notion a female of real modesty and chastity will not suffer to have any remarks, good or bad, made on her conduct; moreover the dress of urban females and their manners and thoughts are quite different from those of the country females, and are pompous, luxurious and expensive, and the parents of country girls, who are simple in their dress and manners, will rather see their daughters die than suffer to see their children imbibe the habits of their urban teachers. It is necessary therefore to establish a Normal school at Malihabad and to appoint if not more, at least 6 scholarships for the purpose. A report has been made to the Director of Public Instruction on the subject.

Objection felt by country ladies to employ female teachers drawn from the City Normal schools.

'Woman's greatest glory is to be talked of least.'
Thucydides II. 48.

"To prevent evils which are incident in the maintenance of female schools it is necessary to devote great attention to the opinions of the public in regard to each school at different stages of its progress. The chief point for consideration is that the older a school is, the more should be the attainments of its female students, else it will be quoted by the people as an instance to show that females are not capable of intellectual improvement. In the North Western Provinces great efforts were made towards the establishment of female schools, and they appeared in the beginning to promise well. But no great attention was paid to the real attainments of the female students, but only to the number of attendants, and the result was that the schools could not be maintained. Some visitors from Meerut who were lately putting up at Malihabad related a similar account of the female schools at Meerut, and their statement produced a great effect in the minds of the Malihabad population, and it was with great difficulty that I succeeded at last in changing their unfavorable opinions. It is clear that the Nāgrī is much easier of acquisition than the Urdu. A particular standard of attainment, which in Nāgrī can be reached, say, in the course of a year, will not be reached in Urdu before the lapse of 2 or 3 years. Consequently the Nāgrī schools should be 2 or 3 times more advanced than the Urdu, and where this ratio is not kept up, it is to be concluded that there is some defect in the course of education. I proposed this year to prepare a comparative statement of the duration and attainments of the schools and circulate it for the information of the school masters. This plan would have created a spirit of emulation and induced them to remove all obstacles to improvement and to double their exertions; but no replies to references were received, and the plan remained unaccomplished.

Public opinion should be brought to bear on the schools.

Female education to be successful should be thorough.

"There should be an annual examination of students and scholarships founded for 1st, 2nd, and 3rd degrees as follows:—

Scholarships.

For 1st degree,	4	@	4	Rs. each	16
" "	6	@	3		18
2nd "	6	@	2½	"	15
"	8	@	2	"	16
3rd .	8	@	1½		12
"	12	@	1		12

"Some time ago Mrs. Davies examined the girls at Mirsaganj, and "was pleased to witness their attainments in reading, writing, sewing, &c., "Her visit imparted a dignity and honour to the institution; the girls presented for examination were 80 in number and selected from all the "5 schools.

Doolies.

"Doolies ought to be provided for, as the girls who have now grown up "will not appear in public nor walk to the school, and such as live at a "distance will cease to attend for want of "Pardah," and some have already "ceased to attend on this account. One dooly will cost 8 Rs. a "month, and should be kept at each school for the present until more are "required. The study of Arithmetic by the girls is at present unpopular "and has therefore not been insisted on.

Disinclination of girls to learn Arithmetic.

Want of buildings.

"At present there are no buildings provided for female schools, and a "suitable building at a rent of 8 annas a month cannot be procured. The "rent should be increased, or buildings provided for the purpose."

If female education be a hobby, it is not an unpleasant one to ride. The above extracts show that no barren field is opening and that the most cautious may be sanguine of ultimate success. But, like other tempting schemes, it must be paid for, and the real problem is, by whom shall its expense be paid, the isolated groups who want it, the benevolent, or the general tax-paying public as represented by the State? I hazard the conclusion that, as regards Oudh at any rate, Government may give profitably the small assistance asked for, and, to be consistent, should give it at once. From this source the scheme in its infancy will be kept alive. The cess can legitimately, but not I think expediently, be diverted to female schools. In primary village education the girls seem likely soon to share in the schools provided for the boys. Higher teaching is in reality, like English, a luxury, and should in time support itself. Like English, it must be started under the auspices, and with the assistance of the State.

63. The interest of Mr. Handford in female schools was unflagging.

Government assistance asked in 1868, vide para 63, Report of 1868-69.

In September 1868 he submitted a scheme for 1st, the extension of the present Female Normal School, and the establishment of a second (for Hindú women), the whole to cost Rs. 244 per mensem; 2nd, sixteen superior schools at Rs. 25 per mensem, and twenty-four inferior schools at Rs. 10 per mensem, aggregating Rs. 240 per mensem; 3rd, a European Inspectress with an office establishment costing altogether Rs. 345.

An increase of expenditure was not sanctioned, because, as he says, although the report was "very satisfactory" and "afforded good promise "for the future;" "not only native initiation, but also native co-operation" was considered necessary, and the report submitted did not show that such initiation and co-operation were forthcoming.

64. To the remarks made by Mr. Handford in the corresponding para. of his report for 1868-69, may appropriately be appended the following extracts from the letter in which in January 1870, he renewed the application. "The matter has been now pending fifteen months "and it is embarrassing to go on from month to month putting off any sub-

No. 1543, dated 14th January 1870. Renewal of application in 1870.

"ordinates with vague hopes that something will eventually be sanctioned. "No outcry has been raised against the schools, and on the whole, I am "satisfied on the following points: (1) that some few natives *desire* educa- "tion for their females; (2) that a large number will accept it if offered, "though they have no particular anxiety to obtain it, no more in fact than "they once had to obtain instruction for their boys; (3) that the higher "classes, especially Mahomedans, object to female education and will not "suffer their own wives and daughters to receive instruction, but so long "as this is not asked, they care nothing whatever, what other people do "in the matter.

"In every other Province in India large sums are spent on girls' "schools, and excepting perhaps Bengal, I am not aware that anywhere "are the prospects of success more hopeful than in Oudh."

Jail Schools.

65. In the Central Prison, Lucknow, 23 prisoners were discharged who had learned to read, and write, and work sums in the first four rules. The numbers under instruction have however fallen from 114 in 1867, and 78 last year, to 56. The attention of the Superintendent was in February called to this falling off. The average daily attendance has also fallen from 63 to 53.29. The school in the district jail has not yet come under departmental inspection.

JAIL SCHOOLS.
Central Prison.

Returns show that the Sultanpore Jail School has fallen from 14 to 12, but no report has come to hand.

Sultanpore.

Male Normal School, Lucknow.

66. The number of pupils and their cost is shown in the following statement:—

Normal School, Lucknow.

Year.	Average No. of pupils on rolls.	Average daily attendance.	Cost to Imperial Government.	Cost to cess.	Total cost.	Cost per pupil.	
						Total cost.	Cost to Government.
			Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1868-69	206	189	5,899	13,254	19,153	92 15 7	28 10 2
1869-70	197	181	6,692	12,720	19,412	38 8 6	33 15 5

Slightly increased numbers are attended by a rise in average cost. Of the total increase in expenditure, Rs. 259, the charge of Rs. 793 to imperial funds was met by a diminution of charge to the cess amounting to Rs. 534.

67. That the school has worked well is shown from the following remarks:—The Chief Commissioner:—"I was much pleased with my visit to this school, the state of which does much credit to the head master." Mr. Quinton:—"The head master is a most efficient teacher and the state of the school is in all respects very creditable to him."

Remarks of officers.
The Chief Commissioner.
Mr. Quinton.

Report of the Head Master, Bábu Rám Chandra Sen.

Bábu Rám Chandra Sen, the Head Master, reports thus :—

“The middle department prepares a class of teachers, Urdu and Nágrí, for superior schools. It had 30 pupils during the year, each receiving Rs. 6 per mensem from the imperial funds.

“The lower department prepares teachers in a single year for inferior schools. It had 170 pupils at the close of the year, divided into 5 Urdu and 2 Nágrí classes. All these students receive Rs. 4 each from the cess. They are all taught free, and such as like get free quarters also.

“Three standards of examination have however been observed during the year, higher, middle and lower.

“The scheme of studies has been pretty nearly the same as that prescribed for the year preceding.

“There have been two lower examinations during the year, the 1st in April, and the 2nd in September last.

“131 out of 143, or an average of over 92 per cent, passed successfully, 28 in the 1st, and the rest in the 2nd division.

“Of the successful candidates 10 were teachers from indigenous schools, and the rest came from mukhtabs, or Government schools.

“The following figures will show the percentage of marks gained :—

Subject.	Percentage.	Remarks.
Language 1st and 2nd,	75·5	
Grammar and composition,	65·2	
Geography and History,	61·8	The Nágrí students are on the whole inferior to the Urdu.
Arithmetic and mensuration,	80·6	
Natural philosophy and training system,	55·0	
Total,	67·6	

“These men attended in turn the practising school, connected with the Normal, for part of the year and learned their practical duties there.

“They were sent out after each examination as village school masters, on salaries varying from Rs. 6 to Rs. 10, the average being Rs. 7-8-0 per mensem.

“The middle examination was held in December last. There were 50 candidates, of whom 30 were students of the Normal School, and the rest teachers from schools in the Province.

“Of the 30 students, most of whom were ex-junior pupils of the school, 28 obtained certificates, 16 in the 1st, 11 in the 2nd, and one in the 3rd division.

"The percentage of marks gained is shown below :—

Subject.	Percentage.	Remarks.
1st Language, ...	68.0	
2nd Language, ..	61.0	
Geography, ..	62.0	
Mathematics,	76.0	
Natural philosophy and training system,	63.0	
Total, ...	66.0	

"Eighteen out of 28 have been sent out as teachers on an average salary of Rs. 15-6-0 per mensem, the rest having been allowed for want of suitable vacancies to continue their studies at the school; these are now getting on with some of the subjects of the higher standard.

"Of the two failures, one failed in arithmetic only, while the other was prevented by certain domestic afflictions from attending the examination throughout. These have since been appointed as 1st class village school masters on Rs. 10 each.

"Of the 20 out-teachers who joined this examination, only 6 proved successful; one of these was allowed to attend the school over two months, and he passed in the 1st grade; the remaining 5 passed in the 3rd division.

"No Higher class existed in the school during the year under report; 8 out-teachers, however, offered themselves for the examination which was also held in December. Only one of the candidates obtained a second class certificate, the rest having failed in one or more subjects.

"The average number of boarders was about 100 during the year, 70 Musulmans and 30 Hindús. With one or two exceptions, the conduct of these men has been satisfactory throughout."

68. The unhealthiness of the building must again be noticed. As remarked by the head master, "The boarding rooms want more ventilation, an average of 5 sick per diem speaks for itself. Not to speak of the locality, the entire building is open to serious sanitary objections, and the sooner the school is removed to a healthier and more commodious site, the better."

Unhealthiness of present building.

Female Normal School.

69. Sanctioned in August 1867, this school at the close of 1868-69 contained 22 pupils, of whom 10 were stipendiary, 6 teachers from Government, and 3 from Mission schools. As regards 1869-70 the following particulars are taken from the report of Mrs. Massie. Besides the 10 stipendiary pupils 7 more were on the rolls, all 17 Mahomedans. To teach Hindu and Mahomedan ladies together has been found impracticable. The average daily attendance throughout the year is reported as 16.453.

1 Superintendent,	50 0 0
1 Assistant, ...	10 0 0
10 Stipends at Rs. 4 each, ...	40 0 0
Servants, books and contingencies, ...	20 0 0
Total, ...	120 0 0

There were 2 admissions to 7 departures ; all were studying Urdu only. There were no school fees, whilst the charge to Government was Rs. 1,438-13-0. The cost per pupil, borne entirely by Government, was naturally very high, Rs. 81-0-11. This average cost cannot but appear disproportionately large, until brought down by a number of pupils corresponding to the means employed.

Mrs. Massih writes "the books which are used in the boys' schools were large and difficult for female schools, so I compiled a few books for the use of female schools, and all are printed."

And she gives the following list :—

Number.	Name of Books.	Language in which used.	Subjects general character.	Remarks.
1	Harúf-i-tahijji,	Urdu,	Reading.	
2	Mufidulhikáyat,	Ditto,	Ditto.	
3	Qawáid-i-lashkarí,	Ditto,	Grammar.	
4	Tawárikh Hindostán,	Ditto,	History.	
5	Jughraphya-i-Awwal,... ..	Ditto,	Geography.	
6	Muntakhibul hisáb,	Ditto,	Arithmetic.	
7	Sukhdáyak Kaháni,	Hindi,	Reading.	

Mrs. Massih represents that more pupils wish for admittance and that an additional teacher is required, and urges that "as Government desire that the female pupil teachers should remain in the school for two years, it would be well if Government gave more than Rs. 4 to the pupils on their finishing the first year's course." The results of the annual examination held in April, are reported by Mrs. Massih, as very satisfactory. "Most of the pupils obtained more than 3-4ths of the total marks, some 3-4ths, and some less than half. All the pupil teachers have passed their examination, after which some eight got teacherships in the city of Lucknow, and others are ready to go to other districts."

The most qualified judges as to the state of this school are those ladies who have been kind enough to visit it. Their testimony, as shown by the visitors' book, is gratifying.

Disposal of trained teachers.

70. It has already been seen that there is a small demand for trained teachers. Their suitable location is however a matter of anxious consideration.

It is aptly remarked by Mrs. Massih that "As it is the first instance that female teachers are about to be sent to the district schools I wish that every suitable provision be made for them. It is not safe to leave the schools to these teachers." "If no other arrangement can be made," she adds, "I undertake to superintend them as I do the city schools provided Government makes some provision for me."

The fact seems to be that, until the scheme for more female schools be sanctioned, the supply of trained female teachers actually exceeds the demand, and the very success of the female Normal school has led to some difficulty in suitably providing for its passed pupils.

“ I cannot recommend sending the female Normal school students over here ; at present we have no means of looking after them or helping them to work, and the difficulties a woman in a strange town would have in discharging such novel duties would be immense.”

Mr. Thomson concludes thus hopefully on the general question :—
 “ I may say that all we now want is a reasonable grant of money ; after
 “ the last 4 years’ experiment there is no doubt but that we can establish
 “ a system of female schools’ as efficient and as popular as the boys’ schools.
 “ A ‘special machinery’ however is required and without it very little can
 “ be done.”

71. The prescribed statement is as follows:—

Description of Institution.	Number of Institution.	Number of pupils on rolls of the	Average number of pupils on rolls during the year.	Average attendance the year.	Grant from Government.	Expenditure from all other sources.	Remarks.
					Rs.	Rs.	
Colleges, ...	1	38		21	7,832	9,402	* Includes Rs. 1,539 on account of scholarships.
Higher class schools,	1	637	645	555	19,097	18,128	† Includes Rs. 199, on account of scholarships.
Middle do. do., ...	24	2,177	2,341	1,737	17,529	18,972	‡ Includes Rs. 107 on account of scholarships and excludes Rs. 6,718 on account of Building grant to Raja kā Basār Church Mission School.
Lower do. do., ...	40	1,765	1,815	1,508	4,078	7,045	
Female schools, ...	11	371	278		5,123	6,805	
Total, ...	77	5,018	5,162	4,052	53,459	60,352	

The corresponding statement for 1868-69 is also given :—

Description of Institution.	Number of institution.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
					Rs.	Rs.	
Colleges, ...	1	24	16	14	*5,730	6,005	* Includes Rs. 1,461 on account of scholarships.
Higher class schools,	2	818	763	649	†22,571	17,760	† Includes Rs. 446 do. do.,
Middle do. do., ...	24	2,231	2,105	1,634	‡15,504	17,190	‡ Includes Rs. 40 on account of scholarships and excludes Rs. 3,200 on account of building grants.
Lower do. do., ...	35	1,471	1,395	1,132	*\$3,773	6,260	§ Excludes Rs. 2,030 on account of building grants.
Female schools, ...	10	308	293	225	4,592	6,198	
Total, ...	72	4,852	4,572	3,654	52,286	53,422	

Comparative progress during the year.

From these two statements it may be gathered that, whilst during the year there has been a considerable increase in schools, pupils, and expenditure, generally, the increase in every particular has been most marked in schools of the lower class. In the higher class schools there has been a slight decrease, middle class schools are in number the same, but have increased in average number of pupils, in daily attendance, and in cost. As regards female schools, increase of cost has not been followed by increased numbers.

Classification.

No alteration has been made in the principle on which higher and middle schools have been classified, and which was described in para. 22 of the report of 1868-69. It is perhaps scarcely fair to some of the middle class schools.

Percentage of attendance.

The percentage of attendance to the number on the rolls is 79.'

Progress during last five years.

72. The progress for the last five years will be seen from the following statement :—

Institution.	Year.	Number of institutions.	Number of pupils on rolls at close of the year.	Average number of pupils on rolls during the year.	Average daily attendance during the year.	Grants-in-aid sanctioned by Government.	Expenditure from all other sources.	Remarks.
Private institutions under Government inspection.	1865-66	63	3,687	3,201	2,524	Rupees, 37,740	Rupees, 30,131	
	1866-67	70	3,926	3,743	2,803	45,577	37,986	
	1867-68	73	4,404	4,275	3,143	47,810	49,479	
	1868-69	72	4,852	4,572	3,654	52,286	53,422	
	1869-70	77	5,018	5,102	4,052	53,459	60,352	

73. A list of grants-in-aid during the year is given below :—

Grants-in-aid.

Number.	Name of institution.	Amount sanctioned up to 31st March 1870.			Amount drawn during 1869-70.			Remarks.
		Rs.	As.	P.	Rs.	As.	P.	
1	Canning Colloge, Lucknow, ...	25,000	0	0	25,000	0	0	
2	Lucknow Christian Girls' School,	3,200	0	0	2,430	0	0	
3	Wazirganj Church Mission "	1,800	0	0	1,800	0	0	
4	Victoria Church Mission Branch School, ...	780	0	0	780	0	0	
5	Ranikatra School, ...	720	0	0	720	0	0	
6	Nakhás ká pul "	720	0	0	720	0	0	
7	Rája ká bazár "							
8	Ashrafabad "	816	0	0	*552	0	0	* Amount drawn for two schools only.
9	Nawábganj "							
10	Yahayaganj "	273	0	0	273	0	0	
11	Goláganj "	279	0	0	279	0	0	
12	Hoseinabad "	2,700	0	0	2,700	0	0	
13	Saádatganj "	300	0	0	300	0	0	
14	Sadr bazar "	480	0	0	480	0	0	
15	Iuseinganj "	300	0	0	300	0	0	
16	Kashmiri mohalla "	300	0	0	300	0	0	
17	Naubustah zanána "	804	0	0	804	0	0	
18	Goláganj zanána "							
19	Ragged Girls' "	96	0	0	96	0	0	
20	Mahonah "	480	0	0	296	0	0	
21	Neotini "	360	0	0	336	5	0	
22	Bangermow "	150	0	0	146	0	0	
23	Shankerpur "	72	0	0	72	0	0	
24	Futtehpur "	480	0	0	480	0	0	
25	Zeidpur "	480	0	0	480	0	0	
26	Rámunagar "	240	0	0	240	0	0	
27	Rodouli "	300	0	0	300	0	0	
28	Ajoodhia "	600	0	0	605	0	0	
29	Dostpur "	240	0	0	†80	0	0	† Ceased to draw from July 1869.
30	Bilgrám "	960	0	0	837	0	6	
31	Sandilah "	780	0	0	580	0	0	
32	Malláwan "	420	0	0	420	0	0	
33	Sandj "	420	0	0	300	0	0	
34	Madhoganj "	240	0	0	†60	0	0	‡ Discontinued from June 1869.
35	Opamow "	240	0	0	210	0	0	
36	Ghosainganj "	240	0	0	120	0	0	Stopped from September 1869.
37	Pihání "	168	0	0	167	0	0	
38	Báwan "	150	0	0	140	0	0	
39	Nawábganj Alliabád "	180	0	0	180	0	0	
40	Nasirganj, "	144	0	0	108	0	0	Ceased to draw from December 1869.
41	Balrámpur "	1,560	0	0	1,642	0	0	
42	Paraspur "	240	0	0	240	0	0	
43	Oómrí "	144	0	0	96	0	0	
44	Roy Bareilly Mission "	996	0	0	996	0	0	
45	Ditto Girls' "	120	0	0	120	0	0	
46	Khyrabád Mission "	600	0	0	600	0	0	
47	Matchhrehtha "	504	0	0	476	8	0	
48	Hurgaon, "	252	0	0	240	0	0	
49	Lahurpur "	252	0	0	279	8	0	
50	Maharajnagar "	252	0	0	218	5	5	
51	Tutnbur "	252	0	0	238	8	1	
52	Nitáár "	252	0	0	210	8	0	
53	Kootubnagar "	252	0	0	197	14	8	
54	Paintpur "	252	0	0	252	0	0	
55	Secandrabád "	228	0	0	228	0	0	
56	Dhowrehra "	114	0	0	64	8	0	
57	Mrs. Reuther's Girls' "	480	0	0	480	0	0	
58	Tándah "	360	0	0	360	0	0	
59	Lucknow Evening "	1,200	0	0	900	0	0	
60	Mahmudábad "	1,050	0	0	1,050	0	0	
	Carried over, ...	55,392	0	0	52,640	12	8	

Number.	Name of institution.	Amount sanctioned up to 31st March. 1870.	Amount drawn 1869-70.	Remarks.
		Rs. As. P.	Rs. As. P.	
	Brought forward, ...	55,302 0 0	52,640 12 8	
61	Ekaunah " ...	600 0 0	600 0 0	
62	Baundi " ...	600 0 0	504 9 1	
63	Morádabad " ...	150 0 0	150 0 0	
64	Badursa " ...	150 0 0	120 0 0	
65	Moráwan " ...	150 0 0	128 0 0	
66	Baragaon " ...	180 0 0	180 0 0	
67	Deogaon " ...	180 0 0	120 0 0	
68	Bhinga " ...	600 0 0	31 2 0	Drawn for one month only.
69	Mánikpur " ...	150 0 0	130 0 0	
70	Zahur Bux bazar " ...	80 9 7	80 9 7	
	Total Rs, ...	58,241 9 7	54,754 1 4	
	Building Grant to Church Mission School, Rája ká bazár, ...	6,718 8 0	6,718 8 0	
	Grand total Rs, ...	64,960 1 7	61,472 9 4	

* Ashrafabad girls' school,
Dost-pur school,
Madhoganj, "
Ghouseganj, "
Nasirganj, "
Bhinga, "
† Zauur Buksh bazár girls'
school,
Bhinga school,
Manikpur school,
Golgaganj zanáná school,
‡ Bilgrami,
Sandilahi,
Rodouli,
Rámnagar.
Tándah,
§ Moradabad,
Moráwan,
Badursa,
Bángerimow,
Bháwan,
Mánikpur,

The total number at the close of the year was 64; 6* having ceased to draw the grant, and 4† having been added. Of the 64 5‡ are Government Vernacular Schools whose English teachers are paid from grant-in-aid, and 6§ are cess schools to which superior teachers have been added at a cost charged partly to subscriptions, partly to grants-in-aid.

Private schools and Colleges of the higher class, represented by Canning College.

Private Schools and Colleges of the higher class.

74. Canning College represents in its senior and school department the solitary entries under colleges and higher class schools in the statement given at para 71.

Canning College.

75. The following statement shows the number of pupils in the three branches for the last two years :—

Department.	March 1869.	March 1870.	Increase.
College Department,	24	38	14
School Department,	468	506	38
Oriental Department,	174	161	decrease. 13
Total	666	705	39

76. The decrease of 13 in the Oriental Department is balanced by the increase of 14 and 38 in the college and school departments.

77. The report of the Principal, Mr. R. Boycott, is given *extenso* :—

Report on Canning College for the year ending 31st March 1870.

Organization.

“ When founded in 1864, this institution comprised merely an English School and an Oriental Department. A College Department was added after affiliation in Arts with the Calcutta University in 1867. During the year under review, its organization has been further developed by the establishment of a preparatory school, and, consequent upon affiliation in Law, by the addition of a Law Department. So that what is now popularly known as Canning College embraces five departments, viz., the College Proper, a Law Department, an English School, a Preparatory School and an Oriental Department.

“ The work of each department and its present condition may briefly be stated as follows :—

“ In the College proper, all the students have matriculated at the Calcutta University and are studying for the First Arts examination and the B. A. degree.

The College proper.

“ To obtain a degree, a prescribed course of study for four years has to be gone through. We have now the usual succession of classes reading this course. Two students are in the 4th year's class, two in the 3rd, twelve in the 2nd, and thirteen in the 1st, making a total of 29 undergraduates. Our first B. A. candidates will be sent up for examination in December next.

“ Chiefly with the law examinations of the University in view, a Law Class was opened on the 1st of March, with Mr. Theodore Thomas, Barrister-at-law of the Middle Temple, as Law Professor. There are now 18 Law students, seven of whom at the end of the course will be qualified to take a degree in Law.

Law department.

“ In the English school we have 289 pupils divided into eight classes, reading a course graduated up to the standard of the Entrance Examination of the University.

The English school.

“ Owing principally to the great number of admissions of beginners, and the consequent over-crowding of the lower classes of the English school, less progress was made by individual boys in the lower than in the higher classes, and an opinion obtained in the city that our junior classes were somewhat neglected. To remedy this defect a separate department for beginners has been organized. Thus the Preparatory school is conducted on the monitorial system, so that by greatly increasing the number of classes, and by utilizing ex-students of the College on small salaries as monitors, the over-crowding complained of has been obviated, and more efficient teaching secured. The pupils in this department number 217, and from the alphabets read up to a fixed standard, when they are promoted to the English school.

Preparatory school.

“ In the Oriental Department are 161 students divided into six classes, and reading Urdu, Persian and Arabic, or Hindi and Sanskrit. The re-organization of this department is in progress.

The Oriental Department.

Statistics.

" The statistics of the institution for the year show an increase of pupils, otherwise they are very similar to previous years. The total number of pupils on the rolls at the end of the year was 705 against 666 last year, and the percentage of attendance for the year was 86. The languages taught are English with 535 students, Urdu 479, Hindi 23, Persian 40, Sanskrit 118, and Arabic 117. The fees average Rs. 350 per month, 93 boys are free, 11 are on the orphan fund and in addition to a free education have books found them and are partly clothed, 24 are scholarship holders, and the remainder pay one anna per month in the Oriental Department, and from 8 as. to Rs. 5 per month when English is studied. Arranged by castes and religions, we have 37 Christians; 428 Hindus; 240 Mahomedans. Of the Hindus 148 are Bráhmans, 66 Chhattáris, 192 Kayáthas and Súdras.

" As regards trade or profession of guardians, I find 24 Talukdárs, 55 connected with land, 387 Government and private servants, 113 professional men, 59 traders, 16 artisans, and 51 wasikadárs, pensioners, and others.

Scheme of studies.

" The work of the year has been simply a continuation of that of previous years.

" The University regulates the College course, and in the English school the course of study drawn up in 1867 has generally speaking been steadily adhered to.

" The only alteration of importance has been the introduction of the study of Sanskrit and Arabic into the four upper classes of the English school, with the view of these languages being taken up as the second language instead of Urdu, Hindi or Bengali in the entrance examination. Thus a better preparation will be made for the study of the oriental classical languages in the College proper, the University standard, particularly in Sanskrit, being unusually high for students out of Bengal. In the last Arts Examination our only failure was in Sanskrit, and of ten candidates sent up by the oldest College (Benares) in the Upper Provinces, as many as eight failed in the second language. Our only remedy is to begin to study these languages earlier.

" Arrangements have been made for a more systematic study of Persian in the English school, and in the upper classes of the preparatory.

Weekly examination.

" The weekly written examinations of the upper classes have been regularly conducted. They have contributed much to our success in the University Examinations, and I particularly wish to thank the Professors, and the higher teachers for the assistance rendered me in conducting these examinations, for the care with which the papers have been examined, and for the punctuality with which the results have been sent in. Every Saturday the six highest classes have a paper for three hours, and every subsequent Friday the results are posted up in a conspicuous place to be scrutinized by crowds of students with much interest and some anxiety.

Annual examination of
Oriental department.

" The annual examination took place in December and January. The Muftáhid, Syad Banda Hosein, after visiting the oriental department favoured me with a detailed account of the attainments of each Persian

and Arabic student, and reported that he found all of them desirous of acquiring knowledge and diligent in their studies. In Moulvi Ali Naki's class, 10 passed their examination most creditably, and the Mujtahid was particularly pleased with the learning and ability of Mirza Sujjad Ali who is declared to have passed the "first grade examination in Arabic better than any one hitherto has done;" similarly in Moulvi Fazla Allah's class 10 painstaking students are commended. This class reads the highest Arabic books. In Persian, Moulvi Zahirudin's pupils passed a good examination, and the same is reported of the Junior Persian class.

"The Professor of Sanskrit (to whom, with the Arabic Professor, I am indebted for much valuable assistance in supervising the Oriental Department) reports of Pandit Magan Lal's Sanskrit class that the teacher must have taken great pains with his boys who answered questions in Sanskrit, Hindi, and geography with readiness, and worked arithmetic without making many mistakes. The senior Sanskrit class was examined by papers kindly furnished by Pundit Ramavatár of the Patna College. Umadat is commended for his knowledge of Sanskrit and Bubboo for having read his books with particular attention.

"The English school was thoroughly examined by myself, assisted by Mr. White, Mr. Evans, Baboo Rajkumar, and Syad Hosein. The masters are all experienced teachers, and, knowing exactly what is required of them, they succeed in bringing a very fair percentage of their students up to the standard prescribed for their respective classes.

Annual Examination of English school.

"The 3rd class stood best in writing and dictation and history, the 4th in English and geography, the 5th in arithmetic, the 6th in Urdu. The 7th and 8th classes were both in good order and the 9th under its skilful teacher Pandit Sheo Narayan was a model of good method and discipline. As regards subjects in English, the classes generally gave indication of improvement. The chief defect is that the reading is too mechanical, and but little evidence is given of what is read being understood. In Urdu more attention to grammar is recommended. History and geography rank fair. Writing and dictation may be said to be improving, but in arithmetic too few in working out seem to combine the required qualities of accuracy, neatness, and despatch.

"The second class School department and the first year's class in the College were examined on paper. There are clever pupils in each who passed well, but these classes as a whole are not so good as I expected to find them. One peculiarity is that comparatively speaking few pupils in these two classes are good in every subject: superior English scholars failing entirely in Sanskrit, and the best Arabic scholar doing but little in mathematics.

"The following are the results of the University Examination as regards Canning College. For the First Arts three candidates were sent up.

University Examination results.

"Brajendra Nath Dey, passed in the first division, and Alfred Nundy, in the second. The third candidate failed in Sanskrit only. For the

“ Entrance Examination we had twenty-six candidates, of whom 17 passed, five being in the first division, seven in the second, and five in the third. The students who passed in the First Division were Nának Chand, Sríráam, Lalla Pitam Roy, Abdúl Rahí m and Shankar Dyal, The failures were eight in English, none in the second language, two in history and geography, and three in mathematics.

“ In the above examination, while only five out of 19 successful candidates were placed in the *lowest* division, Brajendra Náth Dey, and Nának Chand, succeeded in obtaining high honours. Brajendra Náth Dey in the First Arts Examination stood fourth in order of merit out of 520 candidates, and Nának Chand, being first of all the Entrance candidates from the schools of Oudh and the Central Provinces, carried off Sir Stafford Northcote's prize of Rs. 500.

Comparison with previous results

“ Compared with previous years the above results show progress, but can scarcely be considered more favourable than those of 1868. Though more in number were passed last December, and distinguished honours obtained, yet the great number of failures we had, brought down our percentage and somewhat lowered our comparative position.

Comparison with other institutions.

“ Compared with the educational institutions of the Panjáb, North-Western, and Central Provinces, Canning College passed more for the last Entrance Examination than any other College or school; in the First Arts Examination of the eleven institutions which sent up candidates three passed more, and seven fewer, and taking into consideration the number passed at the three ordinary examinations of the University, Canning College has done more during the year for higher education than any other institution except one.

Employment of ex-students.

“ With regard to students of this and previous years who have passed the Entrance and Arts Examinations and cannot afford to continue their studies, I regret that some difficulty has been found in assisting them to obtain appointments, and that a number of them are still without employment. Although it is not desirable to encourage students to look to Government employment as the main object of their education, still in the present state of education in Oudh, I think something might be done to give under-graduates an opportunity of obtaining a due share of subordinate appointments.

Notice of Masters.

“ While gratefully acknowledging the diligent manner, in which with one or two exceptions the whole staff of the institution, have done their work, I cannot allow this opportunity to pass without prominently bringing to notice the thorough and able manner in which Mr. White, Senior Professor, taught the College classes English and Philosophy, and helped on the Entrance class in English. None of the first Arts candidates failed in Mr. White's subjects, and to his skill and unwearied exertions much of our success at the University examinations is to be attributed. In addition to his ordinary work, Mr. White officiated as Principal for six months, and short handed and in the face of great difficulties, succeeded in preserving the institution in its efficiency.

" My acknowledgments are also particularly due to Mr. Evans, who for half the year taught the Entrance class, history, geography, and mathematics; to Bábu Ráj Kumár for the great progress made by the Sanskrit classes, and for the assistance rendered during my absence in preparing the college classes in history; to Mr. Syad Hosein, not one of whose pupils failed either in the First Arts or Entrance Examination; and to Bábu Chandra Kumár, whose assistance in mathematics was most valuable.

" Several important changes in the staff of the college have to be recorded. By the appointment of Mr. Gall, M. A., of Aberdeen, and B. L., of London, the staff has been much strengthened. His subjects are mathematics and the physical sciences, and he gives great promise of being extremely useful, being both an experienced teacher and a scholar. Mr. Evans, B. A., of Calcutta joined in July and successfully carried on the entrance class in history, geography, and mathematics; and Mr. Sykes, B. A., of London, has already proved a valuable substitute for Bábu Chandra Kumár, who six weeks ago was compelled by failing health to take leave.

Additions to and changes in the staff.

" The college is indebted to the Rájas of Mahmudabad and Bhinga for scholarships enjoyed during the year by poor deserving students, and to Bábu Dakhinaranjan Mukerj, and the Rája of Bhinga for special prizes. Mr. McMinn's annual prize of 32 rupees has not been awarded, no essay of sufficient merit being sent in. Only two students competed and a prize of twelve rupees was awarded by Mr. McMinn, to Syad Ali, whose essay on the subject of economizing and storing water was the more practical and correct.

Benefactors.

" The conduct of the students continues good. Quarrels occasionally occur and a few complaints have been made of books being stolen or lost. But, these are not more than usually occur in English schools, and I have not had much difficulty in settling all disputes and satisfying complainants.

Conduct of boys.

78. Balrámpur school, although technically no longer in the higher class, is satisfactorily reported on by Mr. Thomson.

Balrámpur school no longer a high class school but favorably reported on.

" In the beginning of the year cholera was very bad in Balrámpur and the school almost closed.

" After this it never quite recovered its previous attendance. There are 140 boys registered, but the attendance though improving is still irregular. The fees have amounted to Rs. 80-2-6. During the year an excellent head master, Bábu Kalí Dás Bhattacharj was appointed, and the school has under him decidedly improved.

" It is also fortunate for the school that the Maharája himself has been a good deal at home during the year; when he is absent his servants are no way zealous in carrying out his wishes regarding the

“school. On the whole, I consider it at present in a more healthy condition than I have ever before seen it.”

B.—Private schools of middle class.

Middle class private schools.

79. The comparative statement shows an inappreciable decrease in numbers on the rolls.

Year.	Number of institutions.	Number of pupils on rolls at the close of the year.	Average attendance during the year.
1868-69, ...	24	2231	1634
1869-70, ...	24	2177	1737
Increase, ...	Nil.	Decrease 54	Increase 103

Schools.	Pupils.	
	1868-69.	1869-70
Hoseinabad, ...	106	95
Saádatganj, ...	67	51
Sadr Bazár, ...	117	86
Hoseinganj, ...	53	52
Kashmíri Mohulla,	81	86
Roy Barcilly, ...	100	103
Khyrabad, ...	97	107
Total,	621	580

American Mission schools.

80. The American Mission Schools are the same as last year. Of the first five in Lucknow, the Reverend T. H. Messmore, M. A., reports thus:—

Mr. Messmore's report.

Central school.

Branch schools.

“I regret that I am not able to present a more encouraging report of the aided schools under my charge. The most important of the five boys' schools viz., the Central School at Hoseinabad has been slowly decreasing in numbers during the year, and although the first classes from two of the branch schools were transferred to Hoseinabad about the middle of the year, the register shews an actual decrease of eleven pupils for the year. The branch schools also have suffered somewhat from the desertion of the pupils for other schools, although upon the whole the condition of the branch schools is rather better than at the beginning of the year. I have been very much discouraged on account of the quite prevalent disposition of the boys to forsake our schools for other places of instruction in the city. The reasons for this are various. Inasmuch as the children of the wealthy classes are main-

ly found in attendance at Canning College, the few representatives of that class still found in our school are naturally desirous of attending school where they will associate with persons of their own position in society, while many promising and ambitious boys from the poorer classes, desirous of associating with those above them, seek to accomplish their purpose by attending schools where such persons particularly attend. Many of the parents also are of opinion that all who attend the Canning College school are necessarily collegians, and are hence ambitious of sending their children there, though fitted only for the very lowest classes of the primary department. In addition to this, the unfortunate failure of the entrance class of the Hoseinabad school for 1869 has filled the students with fear that such will be the fate of all who attempt matriculation from this school. The extreme poverty of the majority of the students now in our schools militates very much against their progress. It may be thought by some that those who cannot or will not purchase the simple books, required for even the vernacular course should be excluded from schools. But this is the very class most in need of elementary education, and such pupils are retained though at the expense of lessening the average standard of scholarship in the schools. Liberal scholarships are provided, prizes awarded and in every legitimate manner the pupils are encouraged to persevere in their studies.

There is no entrance class in the Hoseinabad school for the current year. A class for 1871 has been formed, taught by myself, who will I hope be more successful than the candidates of last year. The several branch schools with the exception of the Sadr Bazár school send up annually one class to the central school. The migratory character of many who attend the Sadr Bazár school seriously interferes with its progress, while its location is such that the advanced pupils enter Canning College, instead of the Mission Central school. During the past year the first class was thus entirely removed.

Hoseinabad school.

Branches.

Sadr Bazár school.

A constant and strict supervision over all these boys' schools is maintained by the Missionaries of the station who are striving to make them as efficient and successful as possible."

Supervision.

Increased centralisation is likely to tend to increased success. Mr. Messmore concludes thus :—

At the last meeting of the Methodist Missions in Oudh and Rohilkund, it was resolved that the Hoseinabad school, alone of all our schools in Oudh, should teach up to the Entrance Class, and that all other schools of the mission in Oudh be feeders to this school, where pupils graduating from other schools shall be sent on scholarships. When this plan shall be fully brought into operation we trust the Hoseinabad school in its higher classes will be well filled with intelligent and successful students."

Centralisation of higher teaching in the Hoseinabad school determined on.

Comparative statement of attendance.

The following statement of attendance is given by the Deputy Inspector, Sheo Narayan :—

Schools.	Average attendance.					
	1866-67.	1867-68.	1868-69.	1869-70.		
				1st quarter.	2nd quarter.	3rd quarter.
A. M. School, Saádatganj.	68	80	64	51	47	44
Do. do. Hoseinganj,	43	57	66	42	37	35
Do. do. Sadr bazár, ...	45	74	104	75	71	61
Do. do. Kashmíri M., ...	...	83	84	62	60	59
C. M. School, Ránikatra, ...	...	85	75	60	60	61
Do. do. Nakhás ka Púl,	...	101	107	57	43	41
Do. do. Victoria Street,	...	130	89	60	58	57

Remarks by Deputy Inspector Sheo Narayan.

The Mission schools would he thinks be more successful and more popular, were less exclusive attention paid to English which the pupils have not time to acquire thoroughly, and by better grounding in the vernacular.

And by the Junior Inspector Munshí Durga Pershad.

The Junior Inspector writes, "the four American Mission branch schools under my inspection, viz. those of Sadr Bazár, Kashmíri Mohul-la, Hoseinganj and Saádatganj are getting on fairly, and are I think useful institutions to create a desire for the study of English in remote parts of the city."

Roy Bareilly school.

81. Of the Roy Bareilly school Mr. Thomson reports thus :—

"The school of the American Methodist Mission contains 103 boys with a good average attendance of 86 per cent. The fees for the year have amounted to Rs. 123-7-6. In previous years the Missionaries tried to keep their school up to the zillah school standard, but they found they had not the means of paying a sufficient staff of teachers. This year they have reduced their scheme, retaining 6 classes instead of 8. This is in my opinion an improvement, and I consider that the classes as a whole have been decidedly an improvement."

Khyrabad school.

82. Of the Khyrabad school I can trace no report.

Church Mission schools.

83. The Church Mission schools are as follows :—

Schools.	Pupils.	
	1868-69.	1869-70.
Wasinganj.		
Rája ka Bazár, ...	158	272
Ranikatra, ...	83	74
Nakhás ka Púl, ...	84	59
Victoria Street, ...	102	160
Total,	427	565

The opening of the Central school has been followed by a total increase in pupils from 427 to 565.

It and the school in Victoria Street have attracted the largest number of pupils. As was to be expected, those in the Ranikatra and Nakhás ka Púl schools have somewhat fallen away.

Mr. Weber reports as follows :—

"The central school in Rája ká Bazár was opened in October ; and the school has been removed in to it, excepting the lowest classes that are still taught in the old school house at Wazírganj. The numbers have risen from 158 to 272 ; and the general progress of the various classes has been satisfactory. For the first time a pupil of this school appeared at the last entrance examination ; but he failed in mathematics. The teaching staff is at present better than ever before.

Remarks of Mr. Weber.

"After the general examination in September, the most advanced pupils of the first class of the branch schools were transferred to the Central school on small scholarships. Particular attention has been paid during the year to the study of the vernacular. The course for the oriental and vernacular department includes natural philosophy, history, geography, algebra and Euclid.

"Our several Anglo-vernacular branch schools I should like to see transformed into purely vernacular schools. For the present, however, this may not be practicable, as vernacular education alone is not yet sufficiently appreciated to attract the desirable number of boys."

84. The schools supported by native gentlemen with Government

Schools supported by native gentry with Government aid.

Schools.	Pupils.	
	1868-69	1869-70
Mahmudabad,	125	164
Neotini,	58	62.
Total,	183	226

aid are now represented by Mahmúdábád and Neotini. The Mahmúdabad school shows steady signs of progress, and is described by the Junior Inspector as "the best of its kind in his circle, and in an improving state." The young Rája is said to take a lively interest in it.

Mahmudábád school.

85. The school at Neotini holds it own. Were the liberality of Mír Sakmat Ali seconded by his fellow townsmen, Neotini should boast of a much larger school than the excellent one it has. As the heart burnings incident on a disputed settlement cool down, more aid may be expected:

Neotini school.

The Junior Inspector classes Neotini as among the places where the people evince but little desire for the study of English, and where the schools might with advantage be converted into good vernacular town schools.

86. The schools at Baundi and Akonah are supported by the Rája of Kapurthalla. "Last year," writes Mr. Thomson, "I had to report

Baundi and Akonah

“very unfavourably of Akonah, but during 1869-70, it has greatly improved. Both schools are fairly managed English town schools, but as they are young, the proportion of boys in the last class is large.”

“At Akonah a large masonry school room was built at considerable cost, and the erection of another at Baundí is under contemplation.”

In the late Rájá the schools lost a liberal friend.

Schools supported partly by subscriptions and partly by grants-in-aid.

87. Akonah and Baundí have for technical reasons been entered in the statement showing schools supported partly by subscriptions and partly by grants-in-aid, and supply the place of Sándí and Mahonah in last year's list.

Name.	District.	Number of pupils.
Ajúdhia,	Fyzabad,	125
Dostpúr,*		Nil.
Zaidpúr,	Barabunkee,	59
Fattehpúr,		79
Mulláwan,	Hurdai,	139
Muchrehta,	Seetapoor,	53
Akonah,	Baraich,	73
Baundí,		76

* This school remained as an aided Anglo-vernacular school till 30th June 1869, and on 1st July 1869, was transferred to zillah Sultanpore, when it was converted into a village school.

Ajúdhia.

88. Of Ajúdhia Mr. Thompson says :—“The numbers have fallen from 131 to 125 and the average attendance has been only 63 per cent of the number registered.

“This school has never done well. During the year under report, I transferred Munshí Debí Singh of Utroula to Ajúdhia as head master, as I believed his great diligence and tact would produce marked improvements, but I am sorry to say my expectations have not yet been realized.”

Dostpúr.

89. Dostpúr school was during the year converted into a common village school and transferred to Sultanpore.

Zaidpúr.

90. Zaidpúr school has, the Deputy Inspector reports, proved useful. “It sent 3 students to the Thomason College, Boorkee, who passed their entrance examination creditably, and has also sent two promising lads to the Nawábganj school.”

The Deputy Inspector notices a growing disinclination for English. The pupils are only 59, a stigma on a school which represents a population of 10,680 inhabitants, and on a town which contains the residences of two wealthy talukdárs.

Fattehpúr.

91. Fattehpúr also, with its 7,491 inhabitants, is but poorly represented by its 79 pupils. The school is however favourably reported on,

and will doubtless get a start from the removal thither of the old Rām-nagar tahsíl. It has a committee which, as already stated, shows signs of activity, and it may be expected to do much better even than it does now.

92. Of Malláwan the Junior Inspector speaks highly, as next in his circle to the school at Mahmúdabád.

Malláwan.

93. Muchrehta he classes with Neotini, as best fitted for a vernacular town school.

Muchrehta.

Evening School.

94. This interesting institution, the object of which is to supply means of evening instruction for those whose day is taken up in earning their daily bread, was favourably noticed by the Chief Commissioner at the distribution of prizes at the Canning College. Bearing in mind the peculiar circumstances of the students, it is not surprising that the Head Master writes:—"I am sorry to say that I cannot make a favourable report of the strength in the school. In July 1867, it commenced with 115 names, which number was brought down to 93 in March 1868. When the school came under my charge in June of the same year it counted 82 names, and till March 1869 the number wavered between 85 and 80. But this year closes with only 62. This is certainly a sign of the decline of the school, but considering the high price of grain, I am led to believe that many have been forced by their straitened circumstances to leave us. The charm of novelty has also worn off, and the rich folks, who had enrolled themselves for curiosity are gone. The percentage of average attendance has risen to 66·01. The cost per pupil has fallen considerably."

Lucknow evening school.

Head master's report

The organization is thus described. "It, as in the preceding year, consists of four classes, all of which are in an efficient order, and under a proper management and an adequate supervision. The first class pupils are reading for the matriculation examination of the Calcutta University of the current year, and all of them are trying their best and struggling hard to profit themselves. The second class men have taken up the entrance course for 1871, and are generally speaking, hard-working, and well behaved. The third class men read Howard's third book of Reading, Part II, the book taught in a similar class in zillah schools; and the fourth class, divided into three sections, is intended to prepare pupils gradually for the class above it."

Scheme of studies.

The results of the examination are given as follows:—

"In September last the first two classes were for the first time examined with the zillah school classes of a similar standing. The first class men with a few exceptions did well in English, but not in other subjects (history, geography, and mathematics), the reason being that the former engages more the attention of the pupils from their very peculiar circumstances than the latter. But after all, the examination proved that they learnt and had exerted all the means in their power within the short time under their command, spared from their day's work." Two of

Results of examination.

these men to whom prizes have been awarded are named as deserving of especial commendation ;

Heera Lall.

Heera Lall.—Section writer, Judicial Commissioner's office.

Gangá Parshád.

Gangá Parshád.—Section writer, Commissioner's office.

“ The second class unfortunately failed, owing I think to the questions being generally difficult. The third and the fourth classes were examined by myself, and were found to be well up in what they had read. Four prizes have been awarded to the first four men in each of these classes.”

The Head Master appeals to the fact that several of the students have gained employment during the year, as showing that the school has made itself useful by enabling grown-up pupils to make English a means of livelihood.

“ It has,” he adds, “done much good to the grown-up and grey haired people of Lucknow, and will do much more if placed on a permanent basis. It is a refreshing sight to see aged men toiling their way through elementary books and learning in one year what boys in day schools do in three.” The interest shown and assistance given by Babú Rám Chandar Sen is cordially acknowledged.

Elementary English
Schools.

During the year three elementary English schools were started from motives of philanthropy by pupils of the Canning College and Church Mission School. One, in Kashmíri Mohalla, unfortunately failed from lack of funds ; one has been taken over by the Church Missionary Society ; and one, which is described as the Lucknow Hindú School, is doing well. The effort does these young men honour, and is one of the most encouraging signs of the spread of education.

Bhinga.

95. *Bhinga*.—The Rájá has nearly completed a superior schoolhouse at much expense, and its immediate opening is anticipated.

“ The school ” writes Mr. Kavanagh “ is entirely supported by the Rájá, and he personally sees that the boys receive proper attention on the part of the masters. His own education has not been neglected since he left Canning College.”

C.—Private schools of the lower class.

Lower class private schools.

96. Of this class there are 40 schools with 1765 pupils, against 35 schools and 1471 pupils at the close of 1868-9. Of the whole number, 17 schools receive no Government aid.

Following last year's arrangement, they are classified as—

(1.) Those supported and managed by private gentlemen :

(2.) Those supported by general subscriptions and managed by District Officers and Committees. Of the first group are the following :—

Proprietors.	Number of schools.		Number of pupils.		Remarks.
	1868-69.	1869-70.	1868-69.	1869-70.	
Maharajah Drig Bijay Singh, K. C. S. I.,	10	11	233	195	
Jemadár Bishn Náth, Oonao district,	1	1	43	42	
Mr. Weber, Manager, Church Mission Schools, Lucknow,	0	1	0	24	

97. The addition of a school in the estates of the Maharaja of Balrampur has not been followed by an increased number of pupils.

On Balrampur estate.

It has been already remarked that good results may be anticipated from the return of the Maharaja to Balrampur.

98. Jemadár Bishn Náth's school at Shankarpur Serai in the Oonao district just holds its own. The Deputy Inspector reports :—"all classes are at work and doing fairly. Jemadár Bishn Náth, deserves credit for his liberality. The Lambardárs of the village are against the school and do not show any attention."

Shankarpur Serai.

99. Nawáb Nawázish Ali Khán's two schools in Baraich are those shown in the statement attached to para. 102, as being no longer exclusively managed by their founders.

Nawáb Nawázish Ali Khán's Baraich Schools.

100. So also is that of Mirza Abbás Beg's.

Mirza Abbás Beg's School.

101. Of the Church Mission School in Hazratganj Mr. Weber reports as follows. "The small Vernacular School at Hazratganj has been in existence for the last two years, and a comparatively speaking large number of boys have passed through it. It is attended by children of domestic servants and other poor people. A grant-in-aid of Rs. 6 per mensem has been applied for, which I trust may soon be sanctioned." This has just been done.

Church Mission School in Hazratganj.

102. The marginal statement shows the number of private schools

Lower Class Private Schools under Official Control.

Districts.	Number of schools.		Number of pupils.	
	1868-69.	1869-70.	1868-69.	1869-70.
Hurdai, ...	4	5	329	366
Kheret, ...	6	7	194	244
Seetapoor, ...	7	8	467	611
Gyandah, ...	2	3	156	167
Baraich, ...	...	2	Nil.*	Nil.*
Lucknow, ...	...	1	...	60
Fyzabad, ...	1	1	Nil.*	47
*No returns received.				

of the lower class which are supported by general subscriptions and are under the management of district officers and committees.

Hurdai, Kheret, Seetapoor, Gondah, and Lucknow, each show an increase of one; Baraich of two, the schools of Nawázish Ali Khán already referred to. The report of the Deputy Inspector Hurdai is, as

previously stated, too meagre for detail.

The Junior Inspector speaks of Pihání as the best aided vernacular school in his circle. It is under the management of Pandit Rámdial, who interests himself in the spread of education, and has succeeded in opening a few girls' schools in and round Pihání.

Kherree.

103. **Kherree.** The want of a Deputy Inspector is much felt. The duties are carried on by Bábú Keshab Chandra Deb, Deputy Inspector of Seetapoor. The Aliganj school was reduced to a village school. A school at Pyla was started during the year. The general tone of the report as to new schools, that of Aurungabad excepted, is not encouraging.

Kherree, of all districts, wants time.

Seetapoor.

104. The Seetapoor schools seem to be making progress. Buildings are still wanted in Tambour and Baragoan.

Gondah.

105. The Gondah schools, Paraspur and Begamganj, (Oomree), Mr. Thomson reports, have been fairly managed, but have made no very great progress.

"Vernacular teachers generally require close supervision, and as there is no Deputy Inspector for Gondah zillah yet, the teachers are not so diligent as they ought to be."

The third Gondah school was opened at Khurgopoor in August. It is entirely supported by the Gondah school committee; a fact which goes far to cover some apparent short-comings.

106. The Deogaon school has been at work about 14 months, and has made fair progress.

"There are 47 boys registered, with an average daily attendance of 81 per cent. Rs. 17-5-0 have been collected as fees. I inspected the school in November and found all the classes well taught:—" is Mr. Thomson's report.

Sándi and Mahonah.

106 A. To this class Sándi and Mahonah have been added during the year.

Of the latter the Deputy Inspector remarks:—

"Mahonah school has not much improved in attendance. The progress in studies is fair but the school has not yet realized our hopes in a town which should at least send 200 boys for instruction, I would try some other measures to bring in more boys, but the sad want of a suitable house is a great bar to any attempt."

Provision for a suitable building is under consideration.

Private female schools.

Private female schools.

107. The following statement shows a rise in the number of pupils in the La Martiniere and five Church Mission schools in Lucknow.

In the Fyzabad, and in the American Mission schools at Lucknow and Roy Bareilly, there is a slight falling off. The total increase is 63.

Names.	Number of pupils.		Remarks.
	1869.	70.	
La Martiniere Girls' School, Lucknow, ...	32	80	
Church Mission Girls' schools, Lucknow, (native,) ...	91	133	Five schools.
Ditto ditto, Fyzabad, ...	55	45	Amalgamated with the Government Female School Fyzabad since April 1870.
American Mission Girls' schools, Lucknow, ...	100	92	Three schools.
Ditto ditto, Roy Bareilly, ...		22	
Total, ...	308	371	

108. From the La Martiniere girls' school I have been favored with no report, but the ladies who take an interest in the institution say that it is working well.

La Martiniere girls' school

109. Of the Church Mission girls' schools in Lucknow, the Revd. Mr. Fuchs reports that of the Rájá-ká bazár under Miriam Begam to be the best. "On the whole no real progress has been perceptible, and the "work of female education has not increased." During the absence through ill health of Mrs. Fuchs, in whom these schools found a kind and energetic friend, the superintendence has been kindly undertaken by Miss Hamilton in addition to her own sphere of labour in the zenánás of the city.

Church Mission girls' schools in Lucknow.

110. Of the American Mission girls' schools the Revd. Mr. Messmore speaks as follows :—

American Mission girls' schools in Lucknow.

"Our zenáná schools have been very much disturbed and reduced "in numbers in consequence of the conversion to Christianity of some "persons connected with them. These difficulties have not yet passed "away, but the fact that the schools are kept up against the immense "pressure brought to bear against them is in itself a triumph. In both "the zenáná schools Urdú only is taught. Two Hindú girls' schools have "been opened during the year. These differ from the zenáná schools in "this, that doolis are not provided for the pupils, who meeting only those "of their own class in their own mohullah are not afraid to come to "school. These schools are taught by men and are managed with but "little expense. We hope soon to increase the number of such schools, "and under the constant supervision of the ladies of the Mission there is "reason to anticipate substantial progress. The girls attending these "schools are mostly under 12 years of age, some are reading the second "book (Madras Series), and have made some progress in needle work. "Both schools are comprised exclusively of Brahmans."

Zeal and benevolence have their reward. From a secular point of view, the triumph is not conspicuous.

111. Of the remaining schools Mr. Thompson writes thus :—"the "only aided girls' school now existing in this circle is that of the American "Methodist Mission at Roy Bareilly. It contains 22 girls, all Musul- "mánís, daughters of artizans. They attend very regularly and appear "to be making fair progress."

Private female schools in eastern circle.

"Mrs. Reuther's schools in Fyzabañ were closed, as I have said above "on that lady's departure to Europe. This is much to be regretted, as "the schools were far better managed than Government schools have yet "been, and promised to be very popular with all classes."

112. The District distribution of Government, and of private schools under Government management (Sections IV and V) are shown in the following table. The Statistics of 1868-69 are also given.

District distribution of Government and private schools managed by Government.

1869-70.

District.	Number of Schools.				Pupils at			
	Government.	Private.		Total.	Government schools.	Private Schools.		Total.
		Missionary.	Others.			Missionary.	Others.	
1	2	3	4	5	6	7	8	9
1 Lucknow, ...	58	18	5	81	3,388	1,183	916	5,487
2 Hurdul, ...	81	...	6	87	3,857	...	505	4,362
3 Oonao, ...	76	...	2	78	3,077	...	104	4,081
4 Roy Bareilly, ...	65	2	...	67	2,777	125	...	2,902
5 Fyzabad. ...	51	1	3	55	2,492	45	172	2,709
6 Barabunkee, ...	78	...	2	80	3,283	...	138	3,421
7 Seetapoor, ...	59	1	10	70	2,558	107	828	3,493
8 Pertabgurh, ...	57	...	...	57	2,116	...	...	2,116
9 Sultanpoor, ...	60	...	...	60	2,259	...	...	2,259
10 Gondah, ...	5	...	15	20	642	...	502	1,144
11 Kheroe, ...	15	...	7	22	698	...	244	942
12 Baraich, ...	35	...	5	40	1,288	...	140	1,437
Total, ...	640	22	55	717	29,285	1,400	3,558	34,303

1868-69.

District.	Number of Schools.				Pupils at			
	Government.	Private.		Total.	Government schools.	Private Schools.		Total.
		Missionary.	Others.			Missionary.	Others.	
1	2	3	4	5	6	7	8	9
Lucknow, ...	68	16	6	90	3,201	1,042	903	5,146
Hurdul, ...	74	...	7	81	3,171	...	595	3,766
Oonao, ...	72	...	1	73	3,520	...	45	3,563
Roy Bareilly, ...	66	2	...	68	2,917	130	...	3,047
Fyzabad, ...	54	1	3	58	2,462	55	180	2,697
Barabunkee, ...	62	...	2	64	2,514	...	156	2,670
Seetapoor, ...	41	1	10	52	1,810	97	746	2,653
Pertabgurh, ...	57	...	...	57	2,504	...	...	2,504
Sultanpoor, ...	56	...	...	56	2,352	...	...	2,352
Gondah, ...	7	...	13	20	657	...	564	1,221
Kheroe, ...	4	...	6	10	375	...	194	569
Baraich, ...	9	...	4	13	348	...	147	495
Total, ...	570	20	52	642	25,831	1,324	3,528	30,683

Bearing in mind the effects of the re-distribution of territory ; and that it is therefore impossible to judge from this return the comparative progress in each district, it may be enough to note that with 10 Government Schools less than last year, Lucknow still heads the list of pupils. Hurdui and Oonao keep their places. Both Roy Bareilly and Fyzabad are passed by Seetapoor and Barabunkee. Sultanpoor and Pertabgurh have changed places ; whilst Baraich, the lowest on last year's list, has far outstripped Kheree and Gondah.

To re-capitulate what has been detailed already :—

Government Schools have increased by	70
„ pupils,	3454
Missionary Schools,	2
„ pupils,	136
Other Private Schools,	3
„ pupils,	30
The total increase in Schools is	75
„ pupils,	3620

The value of this return will be much enhanced when it can be illustrated from the Census, Revenue returns, and Gazetteer, and when there is an educational map of which it may be the key.

113. The corresponding paragraph of last year's report tempts me

Want of teaching in larger villages.

113. With reference to educational wants of certain towns in the Lucknow district the following extract from the Deputy Commissioner's report is interesting. I fear there would be great objection to relax the grant-in-aid rules as the Deputy Commissioner suggests. The fact is the grant-in-aid system, excellent though it be where education is appreciated and the people are in tolerably easy circumstances, fails utterly where either of those conditions is wanting. It is the old difficulty which has been experienced in England and elsewhere : those who are to some extent instructed and wish to teach their children can get help to do it, provided they can pay half the cost : the degraded, who don't want the children taught, and the wretchedly poor who cannot pay are left by the grant-in-aid system just where it finds them. Mr. Quinton says, " the support of town schools in this district is a serious question. The bulk of the residents of most of the larger towns derived their incomes directly or indirectly from the native Government. They have consequently been impoverished by annexation, and are quite unable to contribute the required amount for the support of a town school. On the other hand they are Mahomedans and fairly educated, so that the quality of the instruction given in the cess schools does not commend itself to them. They are not satisfied with Hindi and Urdu but want Persian and Arabic. Their children are either kept at home and taught to read Persian by Moulvies who can teach them little else or are not taught at all.

I should recommend that for good reasons to be assigned, a relaxation of the grant-in-aid rules might be made in the case of towns so circumstanced, and that the quota to be subscribed locally to the support of the school be fixed with reference to the poverty or wealth of the inhabitants."

to hazard the following additional remarks on the educational wants of towns. The relaxation of the grant-in-aid rules I would at present let alone. Specific aid in the shape of special masters is well within their scope. There is another point of view which is not without interest. What has been done to supply the wants of towns whose population is above 5000 was shown at para 45.

The next step would be to make our lists to correspond with Census table No. VII. To see how little had been done for those 2014 "villages" whose population ranges from 1000 to 5000; would be to bare our nakedness, and to stimulate us to supply our wants. That the very excess of our need should not damp our energies, we might begin with those 403 places whose inhabitants range from 2000 to 5000.

It has been already shown that Zillah and town schools are entitled to a share in the cess ; and that they play the part of village schools.

It is that large border land which lies between the "town" and "village" proper that I

On the want of definition as to what are towns and villages vide Mr. Williams' Census Report, page 428. The Gazetteer will be of no small assistance to the Educational Department.

have now especially in view. I suspect that too

rigorous an application of the Cess rules has tended to check the spread of education in these places, although it is just in them that it is most needed and can be most economically supplied. They are the most fitting centres in which to plant village schools; and the cess of small surrounding villages should be concentrated on them, instead of dissipating their cess over small and scattered villages. Of those mauzahs whose total population runs from 1000 to 5000, the number of boys of a school-going age may be approximately put as follows:—

<i>Inhabitants.</i>			<i>Boys of a school-going age.</i>	
1,000	83
2,000	166
3,000	250
4,000	333
5,000	416

The same number of boys, spread over villages of only 200 inhabitants apiece, (there are 8243 such villages in Oudh), would have to be drawn respectively from 5, 10, 15, 20, and 25 villages. That concentration would effect a great saving of teaching power is clear. Starting as ordinary village schools, such institutions would gradually attract small, but wide-spreading and increasing fees. Local subscriptions might in time be raised, and eventually a claim to a grant-in-aid made good. Meantime, the wants of the respectable classes, who desire more than the village school can give, might be advantageously and fairly met by a small specific grant-in-aid commensurate with their own contribution towards the salary of a special teacher. A scholarship of Rs. 4 per mensem might link them with the higher schools. By the reverse process of neglecting townships for scattered village schools there is apt to be not merely an unnecessary expenditure of force, but a needless limitation of the conditions of success. The repeated orders of Government to the effect that the cess must be exclusively spent on agricultural village schools, need not be violated. The mass of these townships are agricultural, and the majority are really "villages" in the educational sense. To abandon them to the grant-in-aid system alone, is to stifle them at their birth. It is not that too many village schools have been established, but that more schools for townships are absolutely needed. Of what has been done each successive report has been a faithful record. What remains to do the pages of the Census only too clearly show.

VI SCHOLARSHIPS.

Scholarships.

114. Although a good deal has been done with regard to scholarships, I scarcely think that it is as much as is either wanted for the full development of the school system of the province, or as has from the first been contemplated by Government.

In para. 42 of the Despatch of 1854, it is suggested that the pupils (of the schools of *every* district) "might be encouraged by scholarships" being instituted at other institutions which would be tenable as re-wards of merit by the best of their number."

Orders of Government.
Despatch 1854 para. 42.

By para. 55 :—"The foundation or assistance in the foundation of" scholarships for candidates from lower schools will also be a proper" object for the application of *grants in aid*."

Para. 55.

By para. 63 :—"The system of free and stipendiary scholarships,...a" connecting link between the different grades of educational institutions," will require some extension in carrying out our plans. We wish to" see the object proposed by Lord Auckland in 1839, of connecting" the zillah schools with the Central Colleges...by scholarships...more" fully carried out; and also that the same system may be adopted with" regard to schools of a lower description, and that the best pupils of the" inferior schools shall be provided for by means of scholarships in" schools of a higher order, so that superior talent in every class may" receive that encouragement and development which it deserves. We" think it desirable that this system of scholarships should be carried" out not only in connection with those places of education which are" under the immediate superintendence of the State, but in *all educational*" *institutions* which will now be brought under our general system."

Para. 63.

In his Despatch of 7th April 1859, the Secretary of State, Lord Stanley, declared in para. 12 :—"It was provided by the scheme of 1854, that" below the Colleges there should be classes of schools in regular grada-
"tion which should be placed in connection with the Colleges *and with*" *each other* by means of scholarships to be held in the superior insti-
"tutions by pupils gaining them at the schools immediately below" them."

Lord Stanley's Despatch
dated 7th April 1859, para.
12.

* In Bengal a system of scholarships for vernacular schools in each district at a cost of Rs. 800 per mensem, was approved as "a commencement" in 1856. In 1867, there were 450 vernacular scholarships, costing Government Rs. 28,000 annually.

Education letter dated 1st
May, No. 20, 1856 Selections
Home Dept. No. LXXVI.
Page 51, 52, VIII.

Letter from Rev. J. Long
to Sir J. Lawrence G. C. B. K.
a. I. Governor General of In-
dia, dated Simla 24th August
1867.

As regards Oudh, (I quote from the report of 1868-69.)

"In March 1866, the Imperial Government sanctioned Rs. 390" per mensem for scholarships. This money is allotted after the annual" examination, in stipends varying from Rs. 4 to Rs. 6 per mensem, to" pupils who stand highest on the list. The objects are (1) to encourage" the most promising pupils in the zillah and other superior schools" to continue their studies till they pass the University Entrance Exam-
"ination; and (2) to enable the best pupils of the inferior schools to" removed to a superior institution: a large proportion of the whole" sum is absorbed by boys who have been removed from one school to" another. No Budget provision has yet been made for scholarships to" pupils who have passed the entrance examination and wish to continue" their studies at Canning College; but when the results of the last exam-
"ination became known, the Chief Commissioner sanctioned the" expenditure of Rs. 155 per mensem from general savings on scholar-
"ships for the most deserving of the successful candidates."

Increase asked for.		
Rs.	Months.	Rs.
390	12	= 4680
155	12	= 1860
Total,		6540

Not enough.

115. I may here observe that sanction for the amount from the regular budget of 1870-71 has been applied for, and that, with it, the annual amount spent on Oudh scholarships will be 6,540 Rupees.

The grant per mensem to each district will thus average but 45-6-8 per district and 0-12-2 per school.

Scholarships awarded in 1869-70.

116. The number and aggregate value of the several scholarships at the year's close was as follows :—

Name of Institution.	Number of scholarship holders.	Aggregate monthly value of scholarships.		
		Rs.	A.	P.
Canning College, Lucknow,	21	*186	0	0
Fyzabad zillah school,	17	59	8	0
Gondah zillah school,	1	3	0	0
Roy Bareilly zillah school,	10	33	8	0
Sultanpoor zillah school,	4	14	8	0
Hurdui zillah school,	19	60	8	0
Barabunkoe zillah school,	7	24	8	0
Kheroe zillah school,	5	18	0	0
Sectapoor zillah school,	5	10	0	0
Oonao zillah school,	13	46	0	0
Model school, Lucknow,	2	8	0	0
Mulihabad Vernacular Tahsili school,	7	20	0	0
Amethi do., do., .	1	4	0	0
Wazirganj Church Mission school,	1	4	0	0
Hoseinabad American Mission school,	1	3	0	0
Total,	114	415	8	0

* This includes Rs. 20 from Gondah scholarship fund.

Details given in appendix

I have also given in an appendix the detailed list of scholarships awarded at the general examination of 1869. The remarks show commendably the conditions on which the scholarships are held. That these conditions are often misunderstood has been already noticed.

Government Assistance might advantageously take the form of boarding houses.

116A. The system of scholarships is incomplete without its complement of boarding houses. That there is room for a large extension of the system is clear. Towards it, the construction of boarding houses from imperial funds would be a contribution of direct and permanent value. How much may be done by private beneficence is shown by the fact that a gift of Rs. 50 per annum will enable a deserving scholar to educate himself.

VII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

Employment of students in the public

117. The introduction of a compulsory educational test as a qualification for public employment was in 1865 considered by the Secretary

of State to be unnecessary, and district officers are left "untrammelled" in the exercise of their discretion in selecting their subordinates." The effects of competition rather than a protective duty in favour of students should be healthy. It is open for consideration whether book-keeping and other practical instruction might not with advantage be added to the Canning College course.

118. The Chief Commissioner's Circular* directing that lists of pupils who have passed the highest class examinations should be kept up, with a view to assisting officers in their selection of suitable subordinates, though issued after the close of the year under review, may be appropriately noticed. It is already bearing fruit, and two young men have been sent from the Canning College in answer to applications from District and Settlement Officers.

* Chief Commissioner's Circular No. 44, dated 28th April 1870.

VIII.—ENGLISH LANGUAGE IN INDIAN EDUCATION.

119. The following table shows that English learners are still on the increase. They have more than doubled in the last six years. The list will however dispel any apprehension that too much is devoted to this branch of learning :—

English Language.
Number of students.

Years.	Number of pupils learning English at the end of the year.
1864-65	2171
1865-66	2759
1866-67	3577
1867-68	3854
1868-69	4221
1869-70	4344

As a medium of general instruction, the use of the English language need not be discussed. This part of the question was disposed of in paras. 11 to 14 of the Despatch of 1854. Its use in Indian education is at present simply this. It is the *only* language in which a high order of education can be conveyed. The time may come when our philosophy, our science, and our chivalry will be brought home to the people on their mother tongues. Earnest and well directed efforts may even now do much. But for years the direct means of progress will be the English language; and advanced thinkers they by whom it has been mastered.

As a medium of general instruction need not be discussed.
Despatch of 1854 paras. 11-14.
At present the only medium of higher teaching.

The acquisition of English, and the revival of Sanskrit learning would seem to be the two lines along which Hindú civilisation is likely to advance. Already the two great streams of Aryan thought, so long divided, give signs of reünion.

With Sanskrit, the main element of Hindú progress.

To foster Hindí in the masses, and to encourage Sanskrit and English in the few, would therefore be to fall in with the march of events, and to make use of forces but partly under our control.

With this end in view we should concentrate on a few chosen schools our means of teaching English thoroughly and well. Sound, but rudimentary English should be forthcoming in as many feeders as we can afford. Scholarships, with their full complement of boarding-houses, should

Practical conclusion.

be sown broad-cast over the province; and Hindú liberality should be tempted into founding Sanskrit teacherships and exhibitions, in a series from our village schools right up to the Canning College.

Mahomedans, reasons of our failure to attract them to our schools.

As regards Mahomedans it may be feared that we have not done enough to meet them half away. Their objections from a social point of view have been already noticed. The following are not less real. Their men of influence hold aloof from our schools, where the only means of getting at higher knowledge is English, and where the vernacular literature supplied is infinitely below the Arabic and Persian which they love. Whatever be the intrinsic merits of these languages, it is worth while to teach them as a means of enlisting the sympathies of the large body of Musulmans on our side; and, though neither can hold out the rewards which Sanskrit seems to promise, their absolute neglect appears to be a political mistake. What European learning owes to the Moors of Granada, we may now in part repay.

Talukdárs might be freely encouraged to add Arabic or Persian teacherships and scholarships to our town and zillah schools; and we should welcome the result.

The grounds of sullen opposition to our system would be cut from beneath their feet; and the Háfiz and the Moulví would be replaced by men of wider sympathies and truer knowledge. The one example we should avoid is that of Russia, which denied the Polish language to her Polish schools.

IX.—THE BOOK DEPARTMENT.

Books.

120. The usual statement is given below. The value of books sold has risen from Rs. 9,570 to Rs. 12,607, of which Rs. 6,496 were credited to imperial revenue and Rs. 6,110 to cess.

Articles.	Purchased during the year.		Supplied to schools gratis during the year.				Sales effected during the year.	
	Number.	Value.	For school use.		For prizes		Number.	Value.
			Number.	Value.	Number.	Value.		
Books. { English, ..	6,814	3,921 7 8	45	433 4 0	180	197 1 6	9,286	4,087 1 0
Books. { Vernacular, ..	52,704	9,761 15 5	1,071	1,297 11 9	5,542	1,210 4 8	42,988	8,065 11 10
Maps. { English, ...	2	14 0 0	1	9 6 0	..	...	4	33 9 0
Maps. { Vernacular, ...	320	880 6 9	26	40 0 0	21	6 7 0	144	105 9 6
Slates and Pencils, ...	9,649	1,284 10 7	...	...	...	...	3,120	815 16 4
Globes, ...	1	105 0 0	1	105 0 0	...	...	...	...
Total, ...	69,590	15,967 7 8	2,044	1,893 15 9	5,743	1,413 13 2	55,542	12,607 6 5
Imperial, ...	...	8,905 0 6	...	1,310 8 6	...	242 4 3	...	6,496 12 6
Cess, ...	...	7,062 7 2	...	583 7 3	...	1,171 8 11	...	6,110 9 9

Efforts of this Department to meet wants of vernacular literature.

121.. The want of vernacular literature is, as already noticed, severely felt. It is a want which time only can supply. That it should be felt is perhaps the most promising step towards its removal. The following lists show what has been done under the auspices of this Department.

New books published during the year :—

Books published during the year.

1. *Tálim-úl-moobtadí*.—2nd reading book in Urdú, prepared under the direction of Mr. Thomson by his deputies.
2. *Múfid-úl-Inshá*.—An Urdú letter writer, prepared by Pandit Sheo Narayan and Munshí Amín-ud-dín, Deputy Inspector of Schools, Oonao.
3. Hindí translation of *Mufidúl Inshá*, an Urdú Letter Writer, by Pandit Sheo Narayan.
4. *Loghat-í-Fársi Mooeen-í-Urdú*, Persian roots and derivatives in Urdú, by Pandit Sheo Narayan.
5. *Amán-úl-loghat*, Arabic roots and derivatives in Urdú, by Moulví Amán-úl-Huq, 2nd Master, Model School, under the direction of Pandit Sheo Narayan.
6. *Bhúgole Burnun*, a Hindí translation of the 1st Geography, by Munshí Rám Parshád, Mathematical teacher, Normal School.
7. * *Shubd Prakáshká*, a Hindí Grammar, prepared by Bábu Seetul Parshád Gupt, Head Master, Zillah School, Oonao.
8. * *Resála-i-Ilm Moosullus*, Urdú translation of Snowball's Trigonometry by Bábu Seetul Parshád Gupt, Head Master, Zillah School, Oonao.
9. *Mushtahir-ul-Faiz*, a large treatise on mensuration in Urdú, by Munshí Gobind Parshád, Surveying Master, Normal School.
10. *Chhetra Prakásh*, Hindí translation of the same, by Munshí Gobind Parshád, Surveying Master, Normal School.

The following books have been revised during the year :—

Books revised.

1. *Bhárut Khand* Hindí translation of *Wákiat Hind*, Indian history, revised by Pandit Kálí Charn, 2nd Master, Normal School.
2. *Bidiqankoor*, a Hindí translation of *Hákaik-úl-Moujocdát*, by Pandit Kálí Charn, 2nd Master, Normal School.
3. *Moofeedul Moobtadí*, the 1st Urdú book, revised by Bábu Rám Chandra SÉN.
4. * *Burn Prakáshká*, Hindí 1st book, by Bábu Rám Chandra SÉN.
5. Euclid first two books in Urdú, by Munshí Rám Parshád, Mathematical Master, Normal School.

The books marked * are in the Press, the others are already in use.

The spread of vernacular newspapers is also a good sign.

Newspapers.

The *Akhbár* has proved a success. The *Risálah* of the Jalsah holds its own.

Libraries.

122. The vernacular district libraries, collected at Sadr stations for the use of village school masters are reported by Deputy Inspectors as working well. The infant public library in the custody of the Lucknow Reform Club has received many additions, and is of real public use. It may be hoped that it will be encouraged by a grant from Government. It already contains a nucleus of 1,262 volumes, but its means are limited.

Lucknow Reform Club.
Seetapoor ditto.

123. The Jalsah itself is in full swing. A similar institution has been set on foot at Seetapoor.

As signs of intellectual activity, and as means of ventilating native thought, these clubs are not without their value. Their spread must give a direct and immediate stimulus to vernacular education.

X.—NOTICE OF OFFICERS.**NOTICE OF OFFICERS.**

124. I can only express to a large and deserving body of officers my acknowledgments for the pleasure afforded by their reports.

Of their work I have had no other opportunity of judging, and praise on my part would be of little value, and out of place.

Senior Inspector.

The Government of India have specially acknowledged the merits of the Senior Inspector, Mr. Thomson; whose energy, skill, and close supervision has been so often brought to notice.

Junior Inspector.

125. Of the Junior Inspector, Munshí Durga Parshád now on leave, his report gives a favourable impression.

126. Bábu Rám Chandra Sén, at present acting as Junior Inspector, has won high praise as Head Master of the Normal School.

Zillah School Masters.

127. Among the many noticed in the pages of the report, particular mention should be made of Mr. Anderson of Fyzabad, Mr. Walsh of Roy Bareilly, Bábu Rám Chandra Bosu of Seetapoor, and Mr. Daniell transferred from Gondah to Barabunkée.

Mahomed Ibráhim of
Malihabad.

128. Mahomed Ibráhim of Malihabad I would commend to the special notice of the Chief Commissioner.

Deputy Inspectors.

129. Of the Deputy Inspectors, Bábu Keshab Chandña Dób of Seetapoor, Munshí Mahomed Hosén of Pertabgúrh, and Munshí Hunomán Parshád of Barabunkée, seem to deserve mention. Pandit Shéo Naráyán, whether as Deputy Inspector, as Head Master of the Normal School, or as Editor of the Akhbár, maintains his character of intelligence, activity, and attention to his duties.

130. Bábu Gujráj Singh, head clerk of the Director's Office is a hard working and most intelligent man, from whom I have received great assistance.

131. Of the late Director, I need not speak. Each school in Oudh bears witness to the affectionate and zealous care with which he fostered the rise of education in the province. He sowed the seed, and lived to see it ripening for harvest. We have lost a man whose memory we honour, a worker whom it will be hard to replace.

The late Director, Mr.
Handford.

132. In conclusion, I must apologise for some redundancies, and many omissions. These pages have been written piece-meal, in the intervals of work, and I have not yet had an opportunity of seeing them as a whole.

I have the honour to be,

Sir,

Your most obedient servant,

H. B. HARRINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

No. 3361.

FROM

CAPTAIN A. MURRAY,

Offg. Junior Secy. to the Chief Commissioner, Oudh.

TO

H. B. HARRINGTON, Esquire, M. A.,

Offg. Director of Public Instruction, Oudh.

Dated Lucknow, the 8th July 1870.

SIR,

In acknowledging the receipt of the Annual Report on Education, I am directed to express the thanks of the Chief Commissioner for the readiness and ability with which you have compiled it, with much additional labour to yourself, in consequence of the lamented death of the Director, Mr. Handford. I am also instructed to convey the following remarks.

Para. 4.
Inspection.

2. Although no increase to the number of Deputy Inspectors of schools was made, 2977 were thoroughly inspected against 2411 last year. This is satisfactory.

Para. 6.
Visits by district officers

3. So also is the continued interest taken in the schools by the District Officers.

Para. 7.
School Committees.

4. The Chief Commissioner notices with approval the support given to the cause of education by the ta'lukdars, Mahomed Ahmed Khan and Mahomed Asim Khan of Malihabad, and by Raja Tajammal-Hosein of Batwamow. Explanation will be sought for from the Commissioners of Roy Bareilly and Seetapoor as to the cause of the Sultanpore and Kheree committees not having met during the year.

Para. 9.
Municipal expenditure.

5. Copy of your remarks on the contributions of municipalities to the Educational Funds will be sent to the Commissioners of Lucknow and Fyzabad for report. The question is primarily a fiscal one.

Para. 11.
Details of Cess.

6. The income from the agricultural cess rose from Rs. 95,511 to Rs. 1,09,535; the expenditure from Rs. 1,04,232 to Rs. 1,18,955. Rs. 25,768 were spent on buildings. The Chief Commissioner trusts that the school houses erected are of a substantial kind.

Para. 13 and 13.
Subscriptions.

7. Exclusive of Rs. 25,794 subscribed towards the Canhing College and a few other schools, the native gentry contributed Rs. 47,354 against Rs. 44,193 last year. As the subscribers for the most part pay the cess also, the sums voluntarily added are evidence of a very enlightened liberality. Applications for the continuance of subscriptions hitherto paid by the proprietors of estates taken over by the Court of Wards should always be made in the proper quarter.

8. Fees, now amounting to nearly 11 per cent on the total expenditure, rose from Rs. 21,569 to Rs. 24,429. The increase is encouraging though the figure is still small.

Para 14.
Fees.

9. The number of institutions increased from 642 to 717; of pupils from 80,683 to 84,303; the average attendance from 22,551 to 26,603; the cost per pupil decreased from Rs. 14-10-0 to Rs. 13-3-0, of which only Rs. 6-12-0 was chargeable against funds provided by Government. Although in view of what remains to be done the result may be insignificant, it is still satisfactory to be assured that "in four years the school "going population has been more than doubled." The increased attendance of the sons of ta'lukdárs, zemíndárs, and cultivators, is more particularly encouraging. The preference said to be shewn by wealthy mahájans for the indigenous schools if continued will merit attention.

Paras. 15, 16, 27.
General statistics.

10. Out of 32 candidates for University Entrance Examination 20 passed, *viz.*, 5 in the first, 9 in the second, and 6 in the third division. And of 3 candidates from the Canning College for the first Arts Examination two passed, one being in the first division. The Chief Commissioner concurs in thinking that the Canning College in any comparison of Government and private schools cannot fairly be included amongst the latter.

Paras. 18, 20.
University examinations.

11. The Government vernacular town schools increased from 20 to 27; village schools from 488 to 544; female schools from 32 to 38; the average daily attendance from 18,897 to 22,551. It is satisfactory that whilst the expenditure from imperial increased only by Rs. 3,731, that from local funds increased by Rs. 15,177.

Paras. 21, 22, 23.
Government Schools.

12. The increase in the total amount of fees from Rs. 12,350 to Rs. 14,866 is satisfactory; and the reasons given by you for this increase being proportionately greater for village than for town schools, are conclusive.

Paras. 24, 25.
Fees in Government Schools.

13. The average daily attendance at zillah schools increased by 101. The fees by 1,182. The expenditure by Rs. 5,745. Of the total expenditure Rs. 53,489 out of Rs. 63,342 is paid from imperial funds and only Rs. 293, from the cess. The Chief Commissioner concurs with you in thinking that considering the utility of these schools to the agricultural class, this is too little. The Chief Commissioner also concurs in the opinion of the late Director, that under existing circumstances the course of study in these schools must be in a great measure elementary.

Para. 26.
Zillah Schools.
Paras. 26-29

14. The evidence of an improvement in the quality of the education, derivable from the increase of pupils in the higher classes, is encouraging. But the decline of the numbers in the lowest class from 754 in 1867-68 to 686 in 1869-70, raises a doubt as to the concurrent demands for rudimentary instruction being sufficiently met by these schools.

Para. 30.
Progress in Zillah Schools.

15. Mr. Davie has perused with interest the detailed remarks of Mr. Thomson and of Inspector Mánshi Durgáh Parshád on the several Zillah schools. The progress in the Fyzabad, Seetapoor, Roy Bareilly and Gondah schools is conspicuous.

Paras. 32, 33, 34.
Detailed remarks on Zillah Schools.

Para. 35.
Boarding houses.

16. Any unnecessary delay in the construction of boarding houses, the cost of which has been duly sanctioned, should be brought to the notice of the Chief Commissioner in the Department of Public Works.

Paras. 36-41.
Anglo-Vernacular Schools.

17. Anglo-Vernacular schools were by the abolition of that at Salone reduced to 18 in number, and the average attendance fell from 1,775 to 1,965. The Chief Commissioner concurs in your views as to the advantages of gradually concentrating instruction in English literature in the Zillah schools, and also as regards the claim of these Anglo-Vernacular schools on the agricultural cess. Mr. Davies observes with satisfaction your opinion that the reports of the masters are honestly recorded. It is his desire that these teachers of youth, representing a new vocation in this country, should be treated *ex-officio* with judicious consideration by the officers of the administration.

Para. 42.
Buildings.

18. Mr. Davies does not understand the remarks of the Officiating Commissioner of Fyzabad. The only interpretation he can put upon them is so grossly offensive to the Executive Engineer, that the Chief Commissioner cannot adopt it without further explanation from the Officiating Commissioner.

Paras. 43, 44, 45.
Vernacular Town Schools.

19. Vernacular town schools increased from 20 to 27, and the average attendance from 1,632 to 1,911. The small pay of the masters and the absence of vernacular translations or adaptation of standard European works necessarily cramp the usefulness of these institutions. The list you have given of schools available to the population of the so called towns, a population in great part living by agriculture, exhibits the work of the late Director in the most creditable light.

Para. 46.
Details.

20. The detailed remarks on these schools are highly interesting. The support given to education in their own neighbourhood by Rāja Káshí Parshád and Badríparshád Mísr has not escaped Mr. Davies' notice.

Paras. 50-51.
Village Schools.

21. Village schools increased from 483 to 542, and the average daily attendance from 12,910 to 16,135. The expenditure in the year amounted to Rs. 60,963, and the average cost per pupil increased to Rs. 3-0-3. An educational map such as you propose showing the location of schools with particulars of population will much aid in determining where new schools are most wanted. The redistribution of districts has vitiated the returns made in your report.

Para. 52.
Remarks of Departmental Officers.

22. Mr. Thompson's observations on these schools, as well as on the circumstances affecting them during the year, evince much penetration, and a familiar acquaintance with the rustic society he has to deal with. Coming from this gentleman the following conclusion is worth quotation. "I consider the scheme of studies well adapted to the circumstances of the people. A boy entering school at six years of age will finish the course thoroughly by the time he is ten or eleven, and he will then be very well qualified, as far as school learning goes, to manage his business whether as farmer, merchant, or clerk. Indeed many people find the 'second class' subjects enough for their boys. A boy who has finished the village school course has also laid a sound foundation for either a higher vernacular or an English education."

"tion. By revising school books and preparing better ones and by the "increasing skill of our teachers, valuable improvements will I believe "be made. But they will only lie in details. The grand outlines of "our scheme are as good as they can be made for some time to come." It is also satisfactory that Mr. Thomson is already able to say that "a "village school education can be had in every part of the Pertabgurh "district", one of the most populous in the province. The Chief Commissioner has some doubt of the expediency of excluding *Kythee* from the subjects taught. The reluctance of the banyas to keep their children at school requires to be conciliated. Inspector Durgah Parshád also speaks in his reports of "the antipathy shown by the industrial and "lower classes of people to the education placed within their reach."

23. Schools for girls now number 38 with 879 pupils. Your report gives many facts of interest, and whilst the Chief Commissioner thinks it desirable to proceed with the utmost caution, he still considers that the late Mr. Handford's proposals were not premature, and he has accordingly repeatedly recommended them for the sanction of the Government of India.

Para. 58, 59.
Government Female Schools.

24. At the Male Normal School 131 students passed the lower examination and were sent out as village school masters on salaries varying from Rs. 6 to 10. Mr. Davies had an opportunity of judging of the acquirements of these men and he wished he could see any chance of the village Patwáris at any future time attaining to similar proficiency. Twenty-eight students passed the Middle Examination, and eighteen obtained situations as teachers on an average salary of Rs. 15-6.

Male Normal School.

25. The Female Normal School had apparently 17 pupils, the cost of each to Government being Rs. 81-0-11. The Chief Commissioner concurs in the opinion that it would not be a wise measure to send out the qualified pupils to teach until an Inspectress shall be sanctioned.

Para. 69.
Female Normal School.

26. The number of private schools under Government inspection increased from 72 to 77, the average daily attendance from 3654 to 4052, the Government grants-in-aid from Rs. 52,286 to 53,459, other expenditure from Rs. 53,422 to Rs. 60,352.

Para. 71.
Inspected Private schools.

27. The number of pupils at the Canning College increased from 686 to 705. The percentage of daily attendance was 86. The result of the University Examination has been noted above. This important institution is in a satisfactory state.

Para. 75.
Canning College.

28. The Chief Commissioner is glad to receive Mr. Thomson's testimony to the improved condition of the Bulrampur school.

Para. 78.
Bulrampur School.

29. In the pupils attending the 24 middle class private schools, the Chief Commissioner regrets to observe a decrease from 2281 to 2179. But there is a considerable increase in the Church Mission School students, as well as in those attending the Mahmudábad and Neotini schools.

Para. 79.
Middle class private schools.

30. The eight schools jointly supported by subscriptions and grants-in-aid appear to be imperfectly developed and to require increased attention.

Para. 87.
Subscription aided schools.

Para. 94.
Lucknow Evening school.

81. The Lucknow Evening school has fallen off in attendance, but it bears witness to a strong desire for self-improvement on the part of its adult pupils.

Para. 95.
Bhinga school.

82. The town of Bhinga is indebted to the Rāja for the new school house built at his expense. The Chief Commissioner would be glad to see his example followed by other Ta'ukdārs.

Para. 96.
Lower class private schools.

83. The attendance in lower class private schools has risen from 1471 to 1765, more frequent inspection will improve them.

Para. 107.
Private female schools.

84. The account of the private female schools shows that whilst the number of pupils has increased, some good schools have been closed for various reasons. La Martiniere Girls' school, Lucknow, has considerably improved under Mrs. Marshall's superintendence.

Para. 112.
Education for larger villages.

85. Mr. Browning's attention should be given to the remarks in this para. which appear to the Chief Commissioner to be well founded.

Para. 114.
Need of more scholarships.

86. Mr. Davies will be ready to aid in increasing the number of scholarships on due cause being shewn.

Para. 119.
Learners of English.

87. The number of pupils learning English has increased from 4221 to 4344.

Para. 122.
Lucknow Public Library.

88. The Chief Commissioner is glad to learn that the public library in the custody of the Julsah Tahzib at Lucknow already contains 1262 volumes. As education becomes diffused and men set about that second self education proverbially necessary, the want of such libraries will be more felt. The Chief Commissioner thinks there is a good deal of truth in Carlyle's saying that "the true university of these days is a collection of books." Nor need small beginnings be despised when it is remembered that few of the great European libraries existed a century ago.

89. The Chief Commissioner cannot find words to express his sense of the loss the department has sustained in Mr. Handford's premature death. No testimony to the value of his official labours during the last five years could do so much honor to his memory as the simple record of the progress of education under his direction.

80. Mr. Davies has been much struck by the ability and thoroughness of Mr. Thomson's reports, and he has a high opinion of his qualifications as an Inspector. To him and the other gentlemen mentioned by you, the Chief Commissioner's best thanks are offered.

I have the honour to be,

Sir,

Your most obedient servant,

A. MURRAY,

Offy, Jr, Secy. to the Chief Commr., Oudh.

APPENDIX A.

TABLE II.—Government Schools of the higher class (superior zillah schools) in the Province of Oudh, for the year 1869-70.

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the close of the year					Average daily attendance during the year	Average number of pupils on rolls during the year	Number of pupils studying in each language at the close of the year					Monthly rate of schooling fee	Receipts						Charges.			Excess of receipts over charges	Excess of charges over receipts	Annual cost of educating each pupil.		
			Hindus.	Mahomedans.	Others.	Total.	English.			Hindi.	Persian.	Quaint.	Arabic.	From Government.		Private endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.			Total.	Total cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26				
Fyzabad School.	Fyzabad.	1st Octr 1860.	322	147	475	475	396	444	341	475	229	191	16	24	2 annas to Rs 6	Rs A P	576	59	1258	0	0	13247	59	55	0	13247	59	29 13 4 25 11 3	
Oomsoo School.	Oomsoo.	1st March 1861	155	29	2	186	129	157	125	168	16	91	...	...	2 annas to Rs 4	Rs A P	468	90	504	60	0	5677	150	3	0	123	120	36 2 7 23 15 8
Total	Two schools.		477	176	8	661	525	601	466	643	247	282	16	24	2 annas to Rs 6	Rs A P	1042	139	1762	60	0	18025	49	179	12	0	18025	49	31 7 10 26 13 1

H. B. HARRINGTON, M. A.
Offg. Director of Public Instruction, Oudh.

LUCKNOW
Office of Director of P. I., Oudh,
The 17th June 1870.

TABLE II A.—Government schools of the middle class (inferior zil Province of O

1	Locality.	Tahseel.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	
	Zillah.			Hindoo.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindee.	Persian.	Sanskrit.	Arabic.		
2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10		
	Gondah School,	...	August 1859, ...	210	94	4	308	240	266	158	286	120	163	...	2 annas to Rs. 3	Rs. 38	
	Roy Bareilly, do.,	...	December 1867,	175	69	5	249	216	268	157	242	101	106	...	Ditto,	56	
	Sultanpoor, do.,	...	1861,	141	51	...	192	145	167	149	178	46	68	...	Ditto,	40	
	Pertabgurh, do.,	...	12th March 1860,	100	42	...	142	129	165	106	142	118	45	...	2 annas to Rs. 5	29	
	Hydrui, do., ...	...	14th July 1862,	108	26	...	134	107	128	112	134	22	...	...	Ditto,	40
	Sectapoor, do.,	...	18th Octr. 1859,	144	68	1	213	176	199	131	183	86	150	12 22	2 annas to Rs. 3	46	
	Kheree, do.,...	...	1st May 1861, ...	121	38	...	159	134	163	96	157	28	46	...	2 annas to Rs. 5	39	
	Barabunkoe, do.,	...	1st March 1861,	148	42	2	192	163	190	104	149	60	54	...	Ditto,	36	
	Baraie, do., ...	...	April 1868, ...	107	31	2	140	97	121	101	140	105	35	...	Ditto,	45
	Total, ...	9 Schools,	...	1254	461	14	1729	1407	1665	1114	1611	686	667	12 22	2 annas to Rs. 5	2736	

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schools; Anglo-Vernacular town and Vernacular town schools) in the
for the year 1869-70.

document.	Receipts.						Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.	
	Local rate of assessment.	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books	Other sources.	Total	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
	...	490 13 5	666 5 9	...	...	5039 11 6	4907 11 6	132 0 0	5039 11 6	..	..	18 15 1	14 0 6
	...	428 0 6	735 6 0	...	...	6772 3 6	6706 9 0	65 10 6	6772 3 6	..	..	25 4 3	20 11 10
	...	...	518 6 0	..	...	4581 15 1	4191 15 1	90 0 0	4581 15 1	..	..	27 6 11	24 5 3
	...	120 0 0	550 11 0	..	...	3635 9 4	3621 9 1	15 0 0	3636 9 1	...	...	22 0 7	17 15 7
	...	..	429 8 0	..	..	4518 4 5	4162 12 5	55 8 0	4518 4 5	...	...	35 13 8	32 7 2
	117 6 0	300 0 0	730 2 0	..	...	5762 10 1	5762 10 4	...	5762 10 4	...	..	28 15 3	23 3 6
	...	156 0 0	317 0 0	...	...	4390 11 3	4179 11 3	211 0 0	4390 11 3	...	...	26 14 11	24 0 6
	176 0 0	178 0 0	480 11 0	..	...	4164 0 0	4132 0 0	32 0 0	4194 0 0	...	..	23 7 10	19 1 8
	...	...	651 7 0	..	...	5251 0 8	4951 0 8	300 0 0	5251 0 8	...	...	43 6 3	37 15 3
	293 6 0	1672 13 11	5081 14 9	...	...	44417 5 1	43516 2 7	901 2 0	44417 5 1	..	..	26 10 9	22 7 1

TABLE III.—Government Schools of the lower class (7

Name of Institution.	District.	Number of Schools.	When established.	Number of pupils on the rolls at the end of the year				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate schooling fee
				Hindus.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.	
1	2	2a	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
VILLAGE SCHOOLS.	Lucknow, ...	85	1867, 1868 & 1869	1620	399	..	2028	1417	1831	..	658	1118	250	..	..	3 pie to 4 ann
	Barabunkee, ..	66	1866, 1867, 1868 1869 & 1870	1820	791	...	2620	1819	2298	..	1585	502	635	...	..	3 pie to 8 ann
	Oonao, ..	65	1865, 1866, 1867 1868 & 1869	2618	249	..	2867	2508	8058	..	1336	1521	215	...	...	3 pie to 2 ann
	Seetapoor, ..	51	1867, 1868 1869 and 1870	1533	116	3	1952	1478	1771	..	921	1058	76	...	...	3 pie to 1 ann
	Hurdui, ...	66	1867, 1868 and 1869	2561	217	..	2808	2231	2612	..	768	2104	124	...	...	3 pie to 1 ann.
	Khoree, ..	12	1867 and 1869	326	36	9	371	212	258	..	70	303	...	...	...	3 pie to 2 ann
	Fyzabad, ..	46	1866, 1867 1868 and 1870	1195	161	..	1656	1214	1509	..	812	819	162	...	...	6 pie to 2 ann
	Gondah, ...	1	1867 and 1868	24	7	..	81	23	37	..	31	..	1	...	...	Nil.
	Baraich, ...	31	1868 and 1869	870	178	...	1048	702	871	...	714	397	61	...	...	6 pie to 8 ann
	Roy Bareilly, ...	61	1866, 1867 and 1868,	1931	366	..	2350	1760	2269	10	1362	973	178	...	...	6 pie to 4 ann
	Sultanpoor, ..	52	1866, 1867 1868 and 1869	1606	312	...	1918	1832	1783	...	1141	851	153	...	...	6 pie to 2 ann
	Portaughurh, ...	53	1866, 1867 1868,	1358	391	2	1754	1409	1900	..	926	857	178	7	...	...
	Total, ...	512	...	17533	3886	14	21433	16135	20210	10	10519	10923	2067	7	...	3 pie to 8 ann

A.

large schools) in the Province of Oudh for the year 1869-70.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.	
From Govern- ment.	Proceeds of en- dowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Govern- ment.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	
...	...	4767 6 9	...	378 5 6	...	...	5145 12 3	4572 1 9	573 10 6	5145 12 3	...	...	2 12 10	...
...	...	6440 8 7	...	618 5 9	...	...	7088 14 4	7011 2 4	47 12 0	7088 14 4	...	...	3 1 4	...
...	...	9149 11 8	...	498 2 2	...	...	9647 13 10	9003 8 7	554 5 3	9647 13 10	...	...	3 2 5	...
...	...	4215 11 5	...	653 15 10	...	...	4869 11 3	4869 11 3	...	4869 11 3	...	...	2 11 11	...
...	...	7596 0 9	...	651 15 0	...	...	8247 15 9	8247 15 9	...	8247 15 9	...	...	3 1 11	...
...	...	509 6 1	...	39 3 9	...	...	548 9 10	548 9 10	...	548 9 10	...	...	1 14 6	...
...	...	5030 9 10	...	451 11 9	...	...	5482 5 7	5434 5 7	48 0 0	5482 5 7	...	...	3 10 1	...
...	...	92 15 6	...	...	...	...	92 15 6	92 15 6	...	92 15 6	...	...	2 8 2	...
...	...	1779 6 1	...	489 7 0	...	...	2268 13 1	2099 1 1	169 12 0	2268 13 1	...	...	2 9 8	...
...	...	6764 4 6	...	548 2 9	...	...	7312 7 3	6764 4 6	548 2 9	7312 7 3	...	...	3 3 6	...
...	...	4792 4 6	...	374 2 3	...	...	5166 6 9	5166 6 9	...	5166 6 9	...	...	2 15 8	...
...	...	4600 9 8	...	430 15 7	...	...	5091 9 3	4669 9 8	430 15 7	5091 9 3	...	...	2 17 10	...
...	...	55798 15 4	...	5164 7 4	...	...	60963 6 8	58590 12 7	2372 10 1	60963 6 8	...	...	3 0 3	...

H. B. HARRINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

APPENDIX

TABLE III A.—Government Female School

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						
			Hindia.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	1
Model school, ...	Lucknow city, ...	17th Aug. 1868,	...	91	...	91	79	97	...	91	2
Rajah ka Bazár, ...		21st May 1867,													
Chowk, ...		17th May 1867,													
Patanalali, ...		25th April 1867,													
Newazgunj, ...		23rd „ 1867,													
Mukbúlgunj, ...	Fyzabad city, ...	Oct. 1867,	28	8	...	36	26	34	36
Futtehgunj, ...		14th Feb. 1867,													
Girls' school, Fyzabad, ...		1868,													
Bahadúrpoor, ...		Dec. 1869,													
Tecari, ...		Feb. 1870,													
Sultanpoor, ...	Sultanpoor district, ...	Sept. 1867,	8	83	...	91	71	97	...	89	2
Dilma, ...		Do.,													
Bhulki, ...		Do.,													
Malihabad, ...		Dec. 1867,													
Nugra, ...		June 1869,													
Gushayangunj ...	Lucknow district, ...	April 1868,	68	90	...	158	120	159	...	89	69
Bakass, ...		Dec. 1868,													
Koorsee, ...		„ 1868,													
Russoulee, ...		Jan. 1868,													
Tikra Oosman, ...		1869,													
Tikra Moortaza, ...	Barabunkee district, ...	Jan. 1868,	12	74	...	86	52	62	...	74	12
Tilokepur, ...		Nov. 1869,													
Bhilsur, ...		Dec. 1869,													
Runnoopur, ...		„ 1868,													
Khaakee Sarai, ...		Oct. 1868,													
Doulutpur, ...	Sectapoor district, ...	Aug. 1869,	96	96	85	93	96
Ramkote, ...		Oct. 1869,													
Luokra, ...		May, 1869,													
Pehanee No. I, ...		Oct. 1868,													
Pehanee No. II, ...		Feb. 1869,													
Pehanee No. III, ...	Hurqui district, ...	July 1869,	222	7	...	229	200	216	229
Mujhiha, ...		Oct. 1868,													
Bakhuria, ...		24th Jan. 1869,													
Letna, ...		26th Jan. 1869,													
Riagaon, ...		May 1869,													
Jagoulee, ...	Baraich district, ...	Feb. 1870,	...	26	...	26	30	25	...	26
Akberpoorah, ...		Jan. 1870,													
Chhounce, ...		Do.													
Total, ...	38 schools.	...	434	415	...	879	714	851	...	435	244

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH,
The 17th June 1870.

A.

in the Province of Oudh for the year 1869-70.

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.		Rs. A. P.				Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P.	
173 13 0	1473 13 0	1473 13 0	...	1473 13 0	...	...	15 3 1	15 3 1	
113 14 3	343 14 3	343 14 3	...	343 14 3	...	...	10 1 9	10 1 9	
32 2 0	12 0 0	644 2 0	644 2 0	...	644 2 0	...	...	9 7 6	9 4 8	
365 7 6	365 7 6	365 7 6	...	365 7 6	...	...	3 12 3	3 12 3	
240 0 0	...	345 0 0	...	...	...	...	585 0 0	585 0 0	...	585 0 0	...	...	3 10 10	1 8 1	
...	...	282 8 0	...	...	...	...	282 8 0	282 8 0	...	282 8 0	...	...	4 8 11	...	
...	...	243 15 0	...	...	...	...	243 15 0	243 15 0	...	243 15 0	...	...	2 9 11	...	
...	...	651 15 0	...	...	...	0 4 3	652 3 3	652 3 3	...	652 3 3	...	...	2 13 7	...	
...	
355 4 9	...	1523 6 0	...	...	...	12 4 3	4599 15 0	4599 15 0	...	4599 15 0	...	...	5 6 3	3 9 5	

H. B. HARRINGTON, M. A.

Offg. Director of P. I., Oudh.

APPENDI

TABLE III B. Government Jail Schools

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.					
			Hindus.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e
Jail School, Lucknow,	Doorga Khera Lucknow,	23rd September 1867,	40	16	...	56	53	69	...	18	38	..	..	.. N
Jail School, Sultanpoor,	Sultanpoor Jail,	1868,	11	1	...	12	10	12	..	..	12	..	...	..
Total, ..			51	17	...	68	63	81	..	18	50	...	...	.. N

LUCKNOW,
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870.

the province of Oudh for the year 1869-70.

Offg. Director of Public Instruction, Oudh.

APPENDIX

TABLE IV.—Private Colleges and Collegiate Institutions in the Province of

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindus.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
inning Colloge, Lucknow,...	Lucknow,	January 1866,	29	7	2	38	21	23	29	...	...	...	14	14	8 Ans. to 5 Rs.	Rs. A. P. 7,631 11 9
Total,	...	...	29	7	2	38	21	23	29	...	...	...	14	14	8 Ans. to 5 Rs.	7,631 11 9

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

udh, open to Government inspection for 1869-70. (Aided by Government)

Receipts.							Charges.				Annual cost of educating each pupil.		Remarks.	
Proceeds of endow- ment.	Local rate of assess- ment.	Subscriptions, do- nations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.		Cost to Govern- ment.
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.			Rs. A. P.			Rs. A. P.	Rs. A. P.		Rs. A. P.			Rs. A. P.	Rs. A. P.	
303 0 3	99 0 0	...	...	17,033 12 0	17,033 12 0	...	17,033 12 0	...	...	740 9 6	331 13 0	
303 0 3	99 0 0	...	...	17,033 12 0	17,033 12 0	...	17,033 12 0	...	...	740 9 6	331 13 0	

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

TABLE V.—Private Schools of the higher class in the Province of Oudh

Name of Institution.	Locality.	When estab- lished.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.
			Hindūs.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	San-krit.	Arabic.	
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10
Canning College School Department,	Ameonabad Lucknow city;	1st April 1861	348	122	36	506	426	183	506	459	...	..	82	32	Sans. to F
Canning College Oriental Depart- ment,	Do., ...	Do., ...	50	111	...	161	129	162	...	20	23	40	22	71	1 an. to 2 a
Total, ...	1 School,	...	398	233	36	667	555	645	506	479	23	40	104	103	1 an. to R

LUCKNOW:
OFFICE OF DIRECTOR OF B. I. OUDH,
The 17th June 1870,

A.

to Government Inspection for the year 1869-70 (aided by Government.)

Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Total cost.	Amount of education each pupil.	
From Govern-ment.	Proceeds of en-dowment.	Local rate of as-sessment.	Subscriptions, do-nations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.				Cost to Govern-ment.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	
16956 7 8	16374 5 11	...	313 0 0	3262 7 6	...	3989 0 0	40925 5 1	30934 9 6	1010 8 4	31945 1 10	8980 3 3	...	66 2 3	35 1 8	
2140 2 7	8081 14 5	...	...	57 15 0	...	...	5280 0 0	5280 0 0	...	5280 0 0	...	...	32 0 5	13 8 4	
19096 10 3	19450 4 4	...	343 0 0	3320 6	...	3989 0 0	40205 5 1	30214 9 6	1010 8 4	37225 1 10	8980 3 3	...	57 11 5	29 9 8	

H. B. HARRINGTON, M. A.,

Offy. Director of Public Instruction Oudh.

APPENDIX

TABLE VA.—Private Schools of the Middle Class in the Province of Oudh

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.	Proceeds of endowment.
			Hindus.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.			
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
Ajoodhya School, ...	Ajoodhya. ...	1865	121	4	...	125	78	124	53	73	69	19	43	...	1 anna to 8 ans.	605 0 0	...
Zeidpore Do., ...	Zeidpore, ...	20th Dec. '64	23	36	...	59	49	63	30	59	...	59	...	...	1 anna to 4 ans.	480 0 0	...
Futtehpúr Do., ...	Futtehpúr, ...	1st Jan. '05	55	21	...	79	82	87	58	79	...	20	...	...	1 anna to 8 ans.	480 0 0	...
Mallawan Do., ...	Mallawan, ..	Ditto,	131	8	...	139	116	150	69	107	53	21	...	...	6 pie to 8 annas	420 0 0	...
Khyrabad M. School,	Khyrabad, ...	20th Jan. '62	84	23	...	107	72	94	28	36	70	10	10	...	6 pie to 6 annas	600 0 0	...
Machhrotta do.,...	Machhrotta, ..	1st Mar. '65	36	17	...	53	68	87	32	44	25	9	...	...	6 pie to 2 annas	476 8 0	...
Dostpúr do., .	Dostpúr, .	1st Jan. '66	...	...	...	...	...	...	...	...	...	...	...	...	...	80 0 0	...
Saádatganj, do., .	Saádatganj, ..	1865	32	18	1	51	46	54	36	36	5	22	...	...	1 anna to 4 ans.	300 0 0	...
Sadr bazár, do.,...	Sadr bazár Lucknow	June '66	69	18	8	86	70	91	66	50	36	2	...	...	1 anna to 8 ans.	480 0 0	...
Hussungunj, do.,...	Hussungunj, ...	1866	44	8	...	52	38	48	32	36	37	21	11	...	1 anna to 4 ans.	300 0 0	...
Cashmíri Mohulla, A. Mission school, ...	Cashmíri mohulla, ...	1867	60	26	...	86	69	75	66	72	10	86	...	...	2 1 anna to 8 ans.	360 0 0	...
Raneekutra do., ..	Raneekutra, ...	1869	51	22	1	74	61	82	26	53	19	17	...	...	1 anna to 4 ans.	720 0 0	...
Nakhás ka pul do., .	Nakhás ka pul, ..	1867	37	22	...	59	46	64	21	38	21	17	8	...	1 anna to 4 ans.	720 0 0	...
Victoria street do., ...	Victoria street, ..	1867	118	41	1	160	113	156	77	120	40	64	...	...	3 1 anna to 4 ans	780 0 0	...
Neotinee, do., .	Neotinee, ...	12th July '67	24	38	...	62	51	62	21	51	11	51	...	...	1 anna to Rs. 6	336 5 0	...
Evening school, Lucknow, ...	Lucknow, ...	July '67	45	16	1	62	44	66	62	...	...	...	...	...	Re. 1 to Rs. 5	900 0 0	...
Mahmoodabad school,	Mahmoodabad, ..	1st June '68	95	69	...	164	107	129	49	98	66	6	...	...	1 anna to Re 1	1050 0 0	...
Akounah, do.,.	Akounah, .	10th Sep. '68	67	6	...	73	52	66	40	55	40	20	15	...	1 anna to 4 ans.	600 0 0	...
Boundee, do.,.	Boundee, ..	12th Nov. '68	63	13	...	76	62	77	23	49	52	1	...	...	1 anna to 8 ans.	564 9 1	...
A. Mission school, Roy Bareilly, ..	Roy Bareilly, ..	1866	58	38	7	103	86	104	69	103	21	46	...	...	1 anna to 8 ans.	996 0 0	...
A. Mission school, Lucknow.	Hoseinabad Lucknow city, ..	1868	60	22	4	95	82	100	80	32	24	70	3	4	1 anna to 4 ans.	2792 0 0	...
Church Mission school, Lucknow, ...	Raja ká bazár, Lucknow city, ..	July '59	173	89	10	272	250	317	89	158	116	102	8	22	1 anna to 8 ans.	1815 0 0	...
Bulraupúr school, ...	Bulraupúr, ..	1861	115	25	...	140	95	145	71	116	105	40	8	8	1 anna to Rs. 2	1642 0 0	...
Bhinga do., ...	Bhinga, ..	1860	...	...	...	...	...	...	...	...	...	...	...	...	...	31 2 0	...
Total, ...	24 Schools,	...	1561	583	33	2177	1737	2241	1098	1465	823	703	111	51	6 pie to Rs. 6	17528 8 1	...

LUCKNOW.
OFFICE OF DIRECTOR OF P. I. OUDH.
The 17th June 1880.

A.

open to Government inspection for the year 1869-70, (aided by Government.)

Receipts						Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.	
Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.
13	14	15	16	17	18	19	20	21	22	23	24	25
...	641 0 0	66 12 9	...	...	1312 12 9	1312 12 9	...	1312 12 9	...	...	10 9 4	4 14 0
...	480 0 0	59 14 0	...	...	1019 14 0	957 4 6	...	957 4 6	62 9 6	...	15 3 1	7 0 10
...	504 0 0	69 4 0	...	...	1053 4 0	1012 8 8	40 11 4	1053 4 0	...	...	12 1 8	5 8 3
156 0 0	480 0 0	92 0 0	...	4 0 0	1152 0 0	1142 12 9	0 9 0	1143 5 9	8 10 3	...	7 0 11	2 12 9
...	600 0 0	196 0 0	7 14 6	...	1403 14 6	1080 0 0	323 14 6	1403 14 6	...	...	11 14 11	6 6 1
40 0 0	476 8 0	52 11 9	...	...	1045 11 9	1037 1 3	...	1037 1 3	8 10 0	...	11 14 8	5 7 7
...	80 0 0	...	...	...	160 0 0	160 0 0	...	160 0 0	...	...	...	...
...	293 11 0	42 2 0	...	...	640 13 0	640 13 0	...	640 13 0	...	...	11 13 10	5 8 10
...	345 0 0	141 0 0	...	...	966 0 0	966 0 0	...	966 0 0	...	...	10 9 10	5 4 4
...	314 15 0	70 11 0	...	...	685 10 0	685 10 0	...	685 10 0	...	...	14 4 6	6 4 0
...	346 7 9	55 0 0	...	...	761 7 9	761 7 9	...	761 7 9	...	...	10 2 5	4 12 9
...	74 0 0	121 0 0	45 0 0	480 0 0	1440 0 0	1440 0 0	...	1440 0 0	...	...	17 5 0	8 10 6
...	78 0 0	117 0 0	45 0 0	480 0 0	1440 0 0	1440 0 0	...	1440 0 0	...	...	22 8 0	11 4 0
...	147 0 0	108 0 0	45 0 0	480 0 0	1560 0 0	1560 0 0	...	1560 0 0	...	...	10 0 0	5 0 0
...	...	336 5 0	...	...	672 10 0	614 4 0	58 6 0	672 10 0	...	...	10 13 6	5 6 0
...	4 0 0	896 13 0	...	...	1800 13 6	1797 15 6	2 14 0	1800 13 6	...	...	27 4 0	13 12 7
...	1050 0 0	89 1 0	...	...	2189 1 0	2075 7 6	120 3 6	2195 11 0	...	6 10 0	17 0 4	8 2 2
...	628 13 7	40 2 0	...	...	1268 15 7	1268 15 7	...	1268 15 7	...	...	19 3 7	0 1 5
...	564 9 1	39 5 0	...	...	1168 7 2	1133 0 0	34 10 0	1167 10 0	0 13 2	...	15 2 7	7 5 3
...	955 5 9	123 7 6	...	...	2074 13 3	1051 5 9	123 7 6	2074 13 3	...	...	20 4 0	9 9 8
...	3555 2 0	157 6 0	265 1 0	...	6769 9 0	5566 9 0	...	5566 9 0	1203 0 0	...	55 19 7	27 14 8
...	525 15 0	224 1 0	90 0 0	980 0 0	3635 0 0	3620 0 0	115 0 0	3635 0 0	...	...	11 7 5	5 11 7
...	1852 12 6	80 2 6	...	...	3574 15 0	3159 6 6	335 8 0	3494 14 6	80 0 6	...	24 1 7	11 5 2
...	31 2 0	...	...	...	62 4 0	62 4 0	...	62 4 0	...	...	...	...
186 0 0	14033 5 8	3178 3 0	497 15 6	2424 0 0	37858 0 3	35345 10 6	1155 3 10	36500 14 4	1363 31 11	6 10 0	16 1 7	7 13 1

H. B. HARRINGTON, M. A.,
Offg. Director of P. I., Oudh.

APPENDIX

TABLE VI.—Private Schools of the Lower Class in the Province of Oudh open to

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.	Total.
			Hindia.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.			
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11	12
Ghousegunj, ...	Ghousegunj, ...	1st Jan. 1865	66	3	...	69	55	68	...	31	61	22	...	...	3 pie to 4 annas	120	0 0
Gopamow, ...	Gopamow, ...	21st " "	28	33	...	61	64	78	...	49	10	2	...	...	6 pie to 1 anna	210	0 0
Pehani, ...	Pehani, ...	1st April "	99	13	...	112	95	113	...	50	90	20	...	...	3 pie to 1 anna	167	0 0
Sekundrabad, ...	Sekundrabad, ...	1st Nov. 1862	24	4	...	28	23	31	...	22	6	4	...	...	6 pie to 1 anna	228	0 0
Alligunj, ...	Alligunj, ...	10th Feb. 1868	24	6	...	30	28	36	...	6	24	...	...	...	6 pie to 2 annas		
Dhowrehra, ...	Dhowrehra, ...	14th Dec. 1865	12	4	...	16	14	20	...	6	12	...	...	...	6 pie to 1 anna	64	8 0
Nawabganj Alliabad, ...	Nawabganj Alliabad	1st Augt. 1866	...	...	...	...	...	...	...	...	...	...	...	...	...	180	0 0
Nasirgunj, ...	Nasirgunj, ...	10th Septr. "	...	...	...	...	...	...	...	...	...	...	...	...	...	108	0 0
Shunkerpur Sarai, ...	Shunkerpur Sarai, ...	Jan. 1867	41	1	...	42	31	41	...	18	24	...	...	...	1 anna	72	0 0
Tumbore, ...	Tumbore, ...	12th Mar. 1865	56	36	...	92	65	75	...	82	27	28	...	...	6 pie to 1 annas	238	3 1
Lahurpur, ...	Lahurpur, ...	Ditto	96	24	...	120	104	125	5	46	74	16	...	...	3 pie to 1 anna	270	8 0
Painteypur, ...	Painteypur, ...	6th Mar. 1865	56	12	...	68	60	70	...	52	52	...	...	...	6 pie to 4 annas	252	0 0
Hurgaon, ...	Hurgaon, ...	23rd Jan. 1860	77	10	...	87	59	72	...	35	54	16	10	...	6 pie to 2 annas	240	0 0
Neemisar, ...	Neemisar, ...	24th " "	63	2	...	65	54	65	...	16	49	9	...	...	6 pie to 2 annas	210	8 0
Kootubnagar, ...	Kootubnagar, ...	17th " "	42	17	...	59	49	60	...	35	38	15	...	...	6 pie to 1 anna	197	14 8
Mahrajnagar, ...	Mahrajnagar, ...	20th " "	56	4	...	60	45	62	...	26	41	15	...	...	1 anna to 2 ans.	218	5 5
Paraspur, ...	Paraspur, ...	15th Nov. 1865	68	14	...	82	64	76	...	49	33	26	...	...	6 pie to 2 annas	240	0 0
Oomree, ...	Oomree, ...	" Dec. "	48	3	...	51	35	44	...	26	14	14	...	...	6 pie to 2 annas	96	0 0
Madhoganj, ...	Madhoganj, ...	18th Jan. 1866	42	2	...	44	48	51	...	8	36	...	...	...	3 pie to 4 annas	60	0 0
Deogaon, ...	Deogaon, ...	Feb. 1860	25	22	...	47	36	43	...	45	...	2	...	...	3 pie to 2 annas	120	0 0
Baragaon, ...	Baragaon, ...	25th Augt. 1868	54	6	...	60	65	74	...	25	35	...	...	...	6 pie to 2 annas	180	0 0
Sandi, ...	Sandi, ...	1st Jan. 1865	52	28	...	80	85	93	...	47	36	...	...	...	6 pie to 1 anna	300	0 0
Mahonah, ...	Mahonah, ...	4th Jan. 1868	56	13	...	69	57	64	...	53	26	18	2	...	6 pie to 2 annas	296	0 0
Total, ...	23 Schools.	" " "	1085	257	...	1342	1135	1361	5	737	742	207	12	...	3 pie to 4 annas	4077	15

ernment inspection for the year 1869-70, (aided & unaided by Government.)

	Receipts.					Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
	Subscriptions, donations, &c.	Fees, Fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
	14	15	16	17	18	19	20	21	22	23	24	25	26
OLS.													
0 0 0	125 0 0	8 0 0	...	...	303 0 0	303 0 0	...	303 0 0	...	...	4 7 3	1 12 2	
0 0 0	130 0 0	41 7 0	...	...	501 7 0	501 7 0	...	501 7 0	...	...	6 6 10	2 11 1	
0 0 0	170 0 0	88 12 0	...	...	495 12 0	495 12 0	...	495 12 0	...	...	4 6 2	1 7 7	
..	228 0 0	25 12 0	...	...	481 12 0	474 12 0	7 0 0	481 12 0	...	...	7 3 0	3 0 6	
.	64 8 0	0 8 0	...	...	129 8 0	129 8 0	...	129 8 0	...	...	6 7 7	3 3 7	
..	180 0 0	...	...	...	360 0 0	360 0 0	...	360 0 0	...	...	...	...
..	108 0 0	...	...	...	216 0 0	216 0 0	...	216 0 0	...	...	...	...
.	149 0 4	18 4 0	...	...	239 4 4	239 4 4	...	239 4 4	...	...	5 13 4	1 12 1	
.	238 3 1	22 15 9	...	...	499 5 11	481 12 5	17 9 6	499 5 11	...	...	6 10 6	3 2 9	
5 0 0	279 8 0	43 7 9	...	...	607 7 9	591 5 3	16 2 6	607 7 9	...	...	4 18 9	2 3 9	
0 0 0	252 0 0	38 2 6	...	...	552 2 6	552 2 6	...	552 2 6	...	...	7 14 3	3 9 7	
..	240 0 0	27 13 6	...	...	507 13 6	501 13 6	6 0 0	507 13 6	...	...	7 0 10	3 5 4	
..	210 8 0	33 0 0	...	...	454 0 0	454 0 0	...	454 0 0	...	...	6 15 9	3 3 2	
..	197 14 8	15 9 0	...	...	411 6 4	408 0 4	3 6 0	411 6 4	...	...	6 13 8	3 4 9	
..	218 5 5	34 0 6	...	...	470 11 4	470 11 4	...	470 11 4	...	...	7 9 5	3 8 4	
..	400 6 0	31 6 0	...	...	671 12 0	651 0 0	21 9 0	675 9 0	...	3 13 0	8 14 3	3 2 6	
..	114 13 6	18 15 6	...	...	220 13 0	220 1 3	9 5 3	229 6 6	0 6 6	...	5 3 7	2 2 11	
0 0 0	60 0 0	2 6 0	...	...	142 6 0	142 0 0	...	142 6 0	...	...	2 12 8	1 2 0	
1 8 0	120 0 0	17 5 0	...	...	278 13 0	261 8 0	13 0 0	274 8 0	4 5 0	...	6 6 1	2 14 10	
..	180 0 0	52 11 6	...	...	412 11 6	316 10 10	96 0 8	412 11 6	...	...	5 9 2	2 6 11	
5 0 0	402 0 0	51 4 3	...	...	891 4 3	801 4 3	...	891 4 3	...	...	9 0 4	3 3 7	
6 0 0	206 0 0	43 14 6	...	...	651 14 6	651 14 6	...	651 14 6	...	...	10 2 11	4 10 0	
7 8 0	4364 3 0	568 10 9	...	...	9508 4 11	9317 5 6	190 0 11	9507 2 5	4 11 6	3 13 0	6 15 9	2 15 11	..

TABLE VI.—Private Schools of the Lower Class in the Province of Oudh open t

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindia.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
Gyaspur, ...	Gyaspur, ...	1869	13	...	...	13	12	15	...	...	13	...	...	...	Nil	UNAN
Maharajganj, ...	Maharajganj, ...	1860	10	7	...	17	12	15	...	15	17	...	...	...	Nil	...
Dharnanagar, ...	Dharnanagar, ...	1861	27	...	...	27	20	27	...	9	27	...	...	...	Nil	...
Charla, ...	Charla, ...	1864	6	2	...	8	10	13	...	...	8	...	...	...	Nil	...
Muttra, ...	Muttra, ...	1861	24	3	...	27	24	27	...	24	27	...	...	...	Nil	...
Sheopur, ...	Sheopur, ...	1863	12	...	...	12	12	14	...	6	12	...	...	...	Nil	...
Tulsipur, ...	Tulsipur, ...	1861	20	...	...	20	16	22	...	10	20	...	...	...	Nil	...
Panchporwa, ...	Panchporwa, ...	1863	19	...	...	19	16	18	...	19	19	...	...	...	Nil	...
Pipela, ...	Pipela, ...	1861	24	...	...	24	21	24	...	8	24	...	...	...	Nil	...
Hurharpur, ...	Hurharpur, ...	1868	17	...	...	17	14	19	...	...	17	...	...	...	Nil	...
Choudhri ki Dehi, ...	Choudhri ki Dehi, ...	Jany. 1866	11	...	...	11	8	10	...	5	11	...	...	...	Nil	...
Burwar, ...	Burwar, ...	13th „ 1865	32	9	...	41	35	41	...	23	31	6	2	1	6 pie to 2 annas	...
Pusawan, ...	Pusawan, ...	Ditto	38	1	...	39	31	40	...	14	25	...	...	...	6 pie to 1 anna	...
Aurangabad, ...	Aurangabad, ...	28th Jany. 1865	48	23	...	69	51	60	...	47	40	13	...	...	6 pie to 1 anna	...
Pyla, ...	Pyla, ...	22nd July 1869	20	2	...	22	17	22	...	22	2	5	...	...	3 pie to 2 annas	...
C. Mission School Hazratganj, ...	Lucknow City, ...	1868	22	1	1	24	35	42	...	5	19	...	...	...	6 pie to 1 anna	...
Khurgoopur, ...	Khurgoopur, ...	Augt. 1869	32	2	...	34	37	45	...	17	17	...	...	...	6 pie to 2 annas	...
Total, ...	17 Schools, ...	...	373	49	1	423	371	454	...	224	329	24	2	1	3 pie to 2 annas	...
Grand total, ...	40 Schools, ...	...	1458	306	1	1765	1500	1815	5	961	1071	231	14	1	3 pie to 2 annas	4077 15 2

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

Government inspection for the year 1869-70, (aided & unaided by Government.)

Local rate of assessment.	Receipts.					Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26
100LS.													
...	51 0 0	...	...	...	51 0 0	48 0 0	3 0 0	51 0 0	...	...	3 0 5	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	4 3 2	...	
...	51 0 0	...	...	...	51 0 0	48 0 0	3 0 0	51 0 0	...	...	1 13 2	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	4 13 6	...	
...	135 0 0	...	...	...	135 0 0	132 0 0	3 0 0	135 0 0	...	...	5 0 0	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	5 5 8	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	3 6 0	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	4 2 8	...	
...	75 0 0	...	...	...	75 0 0	72 0 0	3 0 0	75 0 0	...	...	3 2 0	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	3 5 0	...	
...	63 0 0	...	...	...	63 0 0	60 0 0	3 0 0	63 0 0	...	...	6 4 9	...	
...	184 4 8	8 9 0	...	...	192 13 8	183 14 8	8 15 0	192 13 8	...	...	4 11 3	...	
...	159 6 4	10 12 0	...	...	170 2 4	159 6 4	10 12 0	170 2 4	...	...	4 4 0	...	
4 0 0	160 5 8	14 9 0	...	...	178 14 8	175 8 8	3 6 0	178 14 8	...	...	2 15 8	...	
...	51 15 0	9 7 9	...	...	61 6 9	58 11 9	2 11 0	61 6 9	...	...	2 12 8	...	
10 0 0	50 0 0	7 8 0	...	10 8 0	108 0 0	108 0 0	...	108 0 0	...	...	2 8 5	...	
...	122 12 1	17 11 0	...	...	140 7 1	109 1 1	5 14 0	114 15 1	25 8 0	...	2 8 10	...	
14 0 0	1517 11 9	68 8 9	...	10 8 0	1640 12 6	1550 10 6	64 10 0	1615 4 6	25 8 0	...	3 8 11	...	
11 8 0	5881 14 9	637 3 6	...	10 8 0	11149 1 5	10868 0 0	254 10 11	11122 10 11	30 3 6	3 13 0	6 2 0	2 3 11	

H. B. HARRINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDI

Table VIA—Private Female Schools in the Province of Oudh, open to Governmen

Name of Institution.	Locality.	When Established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each Language at the close of the year.					Monthly rate of Schooling fee.	From Government.	Proceeds of Endowment.	
			Hindús.	Mahomedans.	Others.	Total.			English.	Urdú.	Hindí.	Persian.	Sanskrit.				Arabic.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
La Martiniero Girls' School Lucknow,...	Lucknow City	1859,	...	...	80	80	40	41	80	...	...	...	...	Rs. A. P. 2 to 20	Rs. A. P. 2480 0 0	Rs. A. 3600 0
Nonbustah Zenana School, Golaganj Zenana School,	Do., ...	1860,	...	70	2	72	65	70	...	72	...	...	...	Nil.	804 0 0	...
Ragged Girls' School,	Do., ...	1865,	3	17	...	20	18	20	...	20	...	...	...	Nil.	96 0 0	...
Rája ká Bazár Girls' School, ...	Do., ...	1865,	7	106	19	132	89	117	...	132	...	...	Nil.	1193 9 7	...	
Ashrafabad do., ...	Do., ...	1860,															
Zahur Baksh Bazaar Girls' School, ...	Do., ...	1860,															
Yalláyganj Girls' School, ...	Do., ...	1865,															
Golaganj Girls' School	Do. ...	1865,															
Roy Barcilly A. M. do.,	Roy Barcilly,	6th September 1866,	...	22	...	22	21	21	...	22	...	...	...	Nil.	120 0 0	...
Mrs. Reuther's C. M. Girls' School, Fyzabad, ...	Fyzabad, ...	1866,	...	45	...	45	...	...	...	...	...	...	...	Nil.	480 0 0	...
Total, ...	11 School's,...	...	10	260	101	371	233	278	80	246	...	...	...	2 to 20	5128 9 7	3600 0

LUCKNOW,
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June, 1870.

Inspection for the year 1869-70, (aided by Government.)

Receipts.					Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
14	15	16	17	18	19	20	21	22	23	24	25	26
Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
3033 5 6	2327 6 2	...	40 2 6	11430 14 2	5435 0 7	1073 4 8	6508 14 2	4921 15 11	...	158 12 0	50 4 3	
852 1 3	...	...	...	1650 1 3	1650 1 3	...	1650 1 3	...	...	20 15 4	11 7 1	
108 4 6	...	...	...	204 4 6	204 4 6	...	204 4 6	...	...	10 3 5	4 12 9	
1193 9 7	...	...	...	2337 3 2	2387 3 2	...	2387 3 2	...	...	20 6 5	10 3 2	
92 2 0	...	...	...	212 2 0	212 2 0	...	212 2 0	...	...	10 2 0	5 11 6	
480 0 0	...	...	...	960 0 0	960 0 0	...	960 0 0	...	...	...	...	No return received, school amalgamated with the Government girls' school, Fyzabad, since April 1870.
5759 6 10	2327 6 2	...	40 2 6	16850 9 1	16855 4 6	1073 4 8	11928 9 2	4021 15 11	...	42 14 6	18 6 10	

H. B. HARRINGTON, M.A.,
 Offg. Director of Public Instruction, Oudh.

APPENDIX

TABLE VII.—Government Institutions for Special or Professional Education

Name of institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.				Average daily attendance during the year.	Average number of pupils on the rolls during the year.	Number of pupils studying in each language at the close of the year.						Monthly rate of schooling fee.	From Government.
			Hindus.	Mahomedans.	Others.	Total.			English.	Urdu.	Hindi.	Persian.	Sanskrit.	Arabic.		
1	2	3	4	5	6	7	8	8a	9	9a	9b	9c	9d	9e	10	11
Male Normal school, Lucknow.	Lucknow, ...	1st Sept. 1864,	95	89	...	184	181	197	...	184	184	150	...	...	Nil	Rs. A. P
Female Normal school, Lucknow.		2nd Sept. 1867,	...	17	...	17	16	17	...	17	...	...	...	...	Nil	1,436 13
Total, ...	2 Schools, ...	...	95	106	...	201	197	214	...	201	184	150	...	...	Nil	8,128 7

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

A.

including) Normal Schools in the Province of Oudh for 1870.

Receipts.							Charges.				Annual cost of educating each pupil.		Remarks.	
Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees, fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.	Excess of receipts over charges.	Excess of charges over receipts.	Total cost.		Cost to Government.
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
	Rs. A. P.				Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.	
...	12,507 15 10	...	...	...	212 8 0	19,412 2 5	18,991 9 5	420 9 0	19,412 2 5	...	...	98 8 0	33 15 5	
...	...	...	...	...	...	1,436 13 0	1,316 13 0	120 0 0	1,436 13 0	...	...	84 8 3	84 8 3	
...	12,507 15 10	...	...	...	212 8 0	20,848 15 5	20,308 6 5	540 9 0	20,848 15 5	...	...	97 0 9	37 15 8	

H. B. HARINGTON, M. A.,

Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE IX.—Abstract of attendance at the above Institutions during the year 1869-70.

	Number attending Colleges.	Number attending higher class schools.	Number attending middle class schools.	Number attending lower class schools.	Total.	Remarks.
General education, .. <div> <div>Government,</div> <div>Private,</div> </div>	...	661	6,043	22,380	29,084	
	38	667	2,177	2,136	5,018	
Special education, .. <div> <div>Government,</div> <div>Private,</div> </div>	...	201	...	...	201	
	
Total, ..	38	1,529	8,220	24,516	34,303	

LUCKNOW, }
Office of Director of P. I., Oude,
The 17th June 1870.

H. B. HARTINGTON, M. A.,
Offg. Director of Public Instruction, Oude.

APPENDIX A.

Table X. Abstract of Receipts and Charges at the above Institutions for the year 1869-70.

	Receipts.					Charges.					Remarks.
	Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.	Colleges.	Higher class schools.	Middle class schools.	Lower class schools.	Total.	
General Education.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	<p>The following items have been omitted in the receipts and charges :-</p> <p>(1).--Books &c. purchased from Imperial Funds. 10,007 19 10</p> <p>(2).--Ditto " " ditto from Cass " " Ditto. 2,394 14 8</p> <p>(3).--Prizes given to pupils from Imperial Funds. 905 7 9</p> <p>(4).--Imperial Funds from Cass Ditto 573 3 3</p> <p>(5).--On account of miscellaneous and contingent charges paid from the educational em. 4,374 7 5</p> <p>(6).--On account of building grant to Raja's School, Church Mission School, paid from Imperial Funds 6,718 8 0</p> <p>(7).--Ditto ditto paid from Church Mission subscriptions 6,004 0 0</p> <p>(8).--On account of building and repairs charges of private schools from general subscriptions 4,927 0 0</p> <p>(9).--Ditto ditto of Govt. village schools paid from the educational em. 24,969 0 2</p> <p>Total Rs. 98,790 11 10</p>
	...	12,925 4	9 85,416 15	6 65,933 13	8 1,70,276 1 11	...	18,925 4	9 85,416 15	6 65,933 13	8 1,70,276 1 11	
	...	46,205 5	1 137,858 0	3 27,999 10	6 1,29,026 11 10	17,033 12	0 37,225 1 10	36,500 14	4 1,13,811 0 3	...	
	
Special Education.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	Rs. As. P.	
	...	20,848 15	5	...	20,848 15 5	...	...	...	...	20,848 15 5
	
	
Total Receipts.	17,033 12	0 85,979 9	3 1,23,274 15	9 93,933 8	2 3,30,221 13	2 17,033 12	0 76,999 6	0 1,21,917 13	10 98,985 1	93,04,936 1 7	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

H. B. HARRINGTON, M.A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XI.—Abstract of Grants-in-aid received by Private Institutions during the year 1869-70.

	Colleges.	Higher class schools.	Middle class schools.	Lower class schools	Total.	Remarks.
General Education,	* 7,631 11 9	+ 19,096 10 3	+ 24,247 0 1	9,201 8 9	60,176 14 10	* This item includes Rs. 1,539 6-0 on account of scholarships. + This item includes Rs. 188-0-0 on account of scholarships.
Special Education,	...	...	...	..	.	† This item includes Rs 107-0-0 on account of scholarships and Rs 6718 8-0 on account of building grant to Bājā-ī-Āzār, Church Mission School, Lucknow.
..	
Total ..	7,631 11 9	19,096 10 3	24,247 0 1	9,201 8 9	60,176 14 10	

H. B. HARRINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

LUCKNOW,
Office of Director of P. I., OUDH, }
1870

APPENDIX A.

TABLE XII.—Progressive Statement of attendance and cost of education at each Institution for the last five years.

Name of Institution.	1867-68.				1868-69.				1869-70.			
	Average attendance.	Total cost.	Cost of each pupil's education.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Cost of each pupil's education.
GOVERNMENT SCHOOLS.												
ZILLAH SCHOOLS.												
Barabanki School,	133	3551	2 0	26 4 3	109	3272	5 2	30 0 4	160	4034	10 3	25 3 5
Oenao do.,	103	3326	7 0	31 6 1	90	3532	4 7	39 3 11	196	4957	0 3	25 4 7
Seetapoor do.,	102	3995	13 3	39 2 9	115	4192	9 10	36 7 4	186	5076	15 10	37 5 3
Hurhul do.,	78	2898	10 2	37 2 7	80	3134	15 10	39 3 8	119	3554	11 3	29 13 11
Kherwa do.,	79	3231	9 0	40 14 6	80	3016	9 9	37 11 4	98	3665	13 0	37 6 6
Fyzabad do.,	220	6614	9 9	30 1 0	260	6397	2 6	24 9 8	346	8509	2 0	24 9 5
Gondah do.,	86	3904	8 0	45 4 10	108	3764	8 0	34 13 8	121	3819	13 1	30 12 10
Baraich do.,	74	3468	15 0	46 14 0	85	3273	6 6	39 8 2	171	4624	10 9	27 0 8
Roy Bareilly do.,	122	3653	6 3	29 15 1	122	3167	12 3	25 15 5	182	4245	10 0	22 1 9
Shanpoor do.,	89	3655	10 11	41 1 2	79	3183	5 9	40 4 9	114	3757	10 4	32 15 4
ANGLO-VERNACULAR SCHOOLS.												
Durrabad School,	66	1029	7 0	24 11 0	69	1291	15 9	18 9 3	103	1723	4 9	16 11 8
Radouli do.,	88	1023	6 0	11 10 1	76	980	4 6	12 3 10	64	1473	11 6	23 0 5
Kannagar do.,	42	465	8 6	11 1 4	45	435	5 0	9 7 3	65	634	8 9	9 12 1
Hyderpash do.,	68	1597	13 3	20 8 10	68	1251	3 6	18 6 5	73	1236	12 6	16 15 0
Purwah do.,	130	1731	13 11	13 5 2	136	1745	13 6	12 15 5	201	2410	12 5	11 15 10
Biswah do.,	64	1574	6 6	23 10 7	89	1467	15 8	16 7 11	125	1706	14 9	13 10 5
Shahabad do.,	148	2531	13 3	17 1 8	180	2483	2 4	13 12 8	288	3680	3 4	13 7 6
Bilgram do.,	97	2698	2 9	27 13 1	97	2408	8 8	24 13 3	119	2844	4 2	23 14 5
Sandiloh do.,	72	1711	8 4	23 12 4	81	1479	12 11	18 4 3	147	2113	3 1	14 6 0
Mahoudi do.,	74	1178	8 0	15 14 10	109	1277	15 11	11 11 7	119	1599	10 4	12 10 11
Golah do.,	49	1263	9 7	25 12 7	68	836	13 11	12 4 11	76	1013	8 1	13 5 4
Akberpash do.,	79	1472	2 8	18 10 2	78	1296	2 0	16 9 10	90	1394	15 6	15 7 11
Tandah do.,	80	1153	7 2	14 6 8	77	1026	12 0	13 5 4	162	1436	15 11	8 13 11
Utroula do.,	49	1389	10 2	28 5 6	62	1288	11 8	20 12 7	74	1440	11 3	19 7 6
Colonelganj do.,	60	1454	2 4	24 3 9	60	1140	13 6	19 0 3	75	949	12 6	12 10 7
Nawabganj do.,	41	922	12 5	23 8 1	58	1223	5 11	21 1 6	95	1345	11 7	14 2 7

TABLE XII.—(Continued.)

[illegible]

[illegible]

	125	14336	4	8	114	11	0	144	15692	2	11	108	15	7	195	17936	13	0	91	15	8	206	19153	0	8	92	15	7	19412	2	5	93	8	6	
Male Normal School, Lucknow, ...	125	14336	4	8	114	11	0	144	15692	2	11	108	15	7	195	17936	13	0	91	15	8	206	19153	0	8	92	15	7	19412	2	5	93	8	6	
Female do. do.	12	667	12	9	55	10	4	20	1552	12	9	77	10	3	17	1436	13	0	84	8	3

[illegible]

HIGHER CLASS.																																			
Canning College (School Deptt.)...	346	31310	6	0	90	7	10	411	33735	9	4	82	1	3	517	35105	2	0	64	2	10	599	37471	5	1	62	8	10	483	31945	1	10	66	2	3
Do. „ (Oriental Department.)	162	5280	0	0	32	9	5	

Ajoodhya	School,	821	14	2	16	12	4	53	752	0	0	14	3	0	79	937	13	0	11	13	11	131	1117	2	9	8	8	5	6	10	
Zetpur.	do.,	921	10	3	14	6	5	68	934	2	8	13	11	9	71	979	3	9	13	12	8	64	982	0	7	15	5	6	6	10	
Futtehpur,	do.,	68	1053	11	3	15	7	11	994	9	6	14	0	2	77	1064	15	0	13	13	3	84	980	6	0	10	10	8	3	1	
Mallawan.	do.,	66	757	13	4	11	-	8	898	10	0	12	12	5	94	1007	7	6	11	10	9	113	1450	3	0	10	2	8	9	1	
Kyrahad Mission	do.,	60	1234	15	0	20	9	4	1299	9	3	16	12	9	90	1214	12	9	13	7	11	87	1253	14	3	14	6	7	14	14	
Muchretta,	do.,	74	866	2	0	11	11	3	999	13	0	21	11	9	54	1041	3	1	19	4	6	101	1060	7	4	10	7	11	3	11	
Dostpur	do.,	20	120	0	0	6	0	0	463	2	0	11	9	3	43	540	3	0	11	4	0	49	521	10	6	10	6	8	0	...	
Saidarganj	do.,	68	68	334	10	6	7	13	6	80	604	13	0	7	8	11	64	610	13	6	9	8	5	54	11	
Sadr Bazar,	do.,	45	45	454	15	10	10	1	9	74	833	4	3	11	4	1	104	997	0	0	9	7	10	91	10	
Hussaingani	do.,	45	304	3	11	6	12	2	57	442	4	0	7	12	1	66	624	7	6	9	8	4	48	14	
Cashmere Motulla	do.,	83	464	6	9	5	9	6	84	712	4	6	8	5	9	75	14	
Rani Kutta,	do.,	65	677	1	9	7	15	5	75	1181	15	0	15	12	1	82	17	
Nakhas ka Pul,	do.,	101	777	1	9	7	11	1	107	1181	15	0	11	0	9	64	17	
Victoria Street,	do.,	130	1257	10	6	9	10	9	89	1560	0	0	17	8	5	156	22	
Neonji,	dg.,	36	358	5	0	9	15	3	53	630	2	0	12	0	11	62	10	
Mahmudabad	do.,	116	1643	4	9	13	3	2	129	2195	10	
Akounah	do.,	42	592	2	0	14	1	6	66	1268	15	
Boudni	do.,	61	316	5	4	5	2	11	77	1167	10	
Evening School, Lucknow.	do.,	98	1572	7	1	20	2	0	76	2300	0	0	30	4	2	66	1904	13
A. M. School, Roy Bareilly.	do.,	101	1488	2	5	14	11	9	91	2047	2	0	22	7	11	104	2074	6
Do. Do. Do. Hosseabad.	do.,</																											

TABLE XII.—(Continued.)

Name of Institution.	1965-66.			1966-67.			1967-68.			1968-69.			1969-70.		
	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average attendance.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.	Average number of pupils on the rolls.	Total cost.	Cost of each pupil's education.
PRIVATE SCHOOLS—LOWER CLASS.															
Ghouseganj School, ...	39	493 8 0	13 10 5	49	451 9 6	8 11 1	59	554 1 6	9 6 3	59	633 14 8	10 11 10	63	303 0 0	4 7 3
Gopamow do., ...	36	482 7 3	13 3 5	29	438 11 0	15 2 2	81	535 0 9	6 9 8	112	624 3 0	5 9 9	78	501 7 0	6 6 10
Madhoganj do., ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Filance do., ...	40	321 8 6	8 0 7	31	203 6 5	5 15 9	58	215 15 3	3 11 6	65	614 11 9	9 7 3	51	142 6 0	2 13 8
Sikrandrabad do., ...	41	430 7 5	10 7 11	36	418 0 0	11 9 9	31	493 8 0	15 14 8	27	465 2 3	5 5 1	113	495 12 0	4 6 2
Aliganj do., ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dhowrura do., ...	21	232 14 7	11 1 5	13	68 8 0	5 4 4	23	108 0 0	4 11 1	36	124 5 6	3 7 3	31	481 12 0	7 8 0
Nawibganj Allinabad School, ...	...	...	...	16	210 0 0	13 2 0	23	349 0 0	15 10 5	25	231 11 10	9 4 3	20	129 8 0	6 7 7
Nasirganj School, ...	...	...	...	26	132 0 0	5 1 3	50	288 0 0	5 12 1	...	...	...	...	...	...
Shunkarpur Seral School, ...	29	399 11 4	10 10 10	32	451 9 0	14 1 9	43	523 5 9	12 2 8	40	136 13 6	3 14 8	41	239 4 4	5 13 4
Tumbore School, ...	86	550 8 0	15 4 8	41	397 9 6	9 11 2	106	504 0 0	4 12 0	57	565 11 9	8 14 2	75	499 5 11	6 10 6
Lehurpur do., ...	...	...	...	...	...	...	...	...	...	107	527 6 0	4 14 1	125	607 7 9	4 13 9
Paintkypur do., ...	60	468 0 0	7 12 9	62	481 11 0	7 13 1	70	527 8 9	7 8 6	69	512 1 3	7 13 8	70	552 2 6	7 14 3
Hargoon do., ...	39	92 4 6	2 6 10	47	391 15 6	8 6 5	54	466 14 0	8 10 4	56	485 5 0	8 10 11	72	507 13 6	7 0 10
Neemser do., ...	23	24 13 6	1 1 3	29	130 8 6	4 8 0	48	313 12 8	7 2 7	56	443 12 9	7 14 9	65	454 0 0	6 15 9
Maharajnagar do., ...	20	86 3 10	4 4 11	35	457 3 6	13 0 0	37	563 13 6	15 3 9	45	520 11 0	11 9 1	62	470 11 4	7 9 5
Kootnabagar do., ...	33	74 8 2	2 4 1	41	386 5 0	9 6 6	49	471 1 10	9 9 10	54	439 9 0	7 15 7	60	411 6 1	6 13 8
Baragan, do., ...	46	173 4 9	2 12 3	38	451 2 9	11 15 3	17	491 5 6	10 8 3	36	254 4 4	6 3 8	74	675 9 0	9 14 3
Paraspur, do., ...	...	...	...	...	...	...	...	...	...	85	673 12 9	7 14 9	44	229 6 6	5 9 7
Omri, do., ...	...	...	...	...	...	...	...	...	...	...	...	...	43	274 8 0	6 6 1
Dogson, do., ...	...	...	...	...	...	...	...	...	...	...	...	...	43	891 4 3	9 9 4
Sandi do., ...	68	971 1 0	16 11 10	70	1151 9 9	16 7 3	96	1292 2 0	18 3 5	81	1165 11 10	14 6 3	93	881 4 3	9 9 4
Mahonah do., ...	...	...	...	...	...	...	...	...	...	83	1072 12 6	12 14 9	64	651 14 6	10 2 11
Burwar do., ...	17	159 0 0	9 5 7	17	136 2 0	8 0 1	19	151 10 0	2 4 7	27	187 0 0	6 14 9	41	192 13 8	4 11 3
Pugawan do., ...	28	163 0 0	5 13 8	23	112 5 6	6 3 0	30	114 0 0	4 12 9	40	297 1 0	5 2 9	40	170 2 4	4 4 0
Arunabhad do., ...	14	264 7 0	18 14 4	24	141 0 0	6 0 0	31	148 13 0	4 12 9	27	146 1 6	5 6 6	60	178 14 8	2 15 8
Pylah, do., ...	...	...	...	...	...	...	...	...	...	...	...	...	22	61 6 9	2 12 8
Church Mission do., Huzruiganj, ...	...	...	...	...	...	...	...	...	...	...	...	...	42	108 0 0	2 8 5
Maharajganj do., ...	8	67 0 0	8 0 9	8	74 0 0	9 2 0	14	84 0 0	6 0 0	20	68 0 0	3 6 5	15	63 0 0	4 3 2
Dharunnagar do., ...	8	68 0 0	8 8 0	7	62 0 0	8 13 9	11	57 0 0	6 1 5	23	68 0 0	2 15 4	13	63 0 0	4 13 6
Chardah do., ...	20	174 0 0	8 11 2	18	150 0 0	8 8 0	17	170 0 0	10 0 0	25	86 0 0	3 6 5	27	136 0 0	5 0 0
Muttra do., ...	...	...	...	...	...	...	...	...	...	...	...	...	15	61 0 0	3 6 5
Gyaspur do., ...	...	...	...	...	...	...	...	...	...	...	...	...	45	114 15 1	2 8 10
Khurpur do., ...	...	...	...	...	...	...	...	...	...	...	...	...	11	75 0 0	5 5 8
Sheopur do., ...	12	85 0 0	7 1 4	10	73 0 0	7 4 9	18	80 0 0	4 7 0	16	94 8 0	5 14 4	...	...	...

Tulsepur do.,	...	8	68	0	0	8	8	0	8	61	0	0	7	10	0	12	65	0	0	5	8	0	30	81	0	0	2	11	2	22	75	0	0	3	6	0
Panchperwa do.,	...	15	82	0	0	5	7	5	13	74	0	0	5	11	1	17	84	0	0	4	15	0	24	89	0	0	3	11	4	18	75	0	0	4	2	8
Pipchre do.,	...	14	84	0	0	6	0	0	10	85	0	0	8	8	0	25	96	0	0	3	13	5	25	88	0	0	3	8	4	24	75	0	0	3	2	0
Hurhupur do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	23	68	0	0	2	15	4	19	63	0	0	3	5	0
Chaudri ki Dili do.,	...	8	26	0	0	3	4	0	7	60	0	0	8	9	1	10	66	0	0	6	9	7	14	68	0	0	4	13	9	10	63	0	0	6	4	9
PRIVATE FEMALE SCHOOLS.																																				
La Martinier Girls' School, Lucknow,	43	7839	6	11	182	5	Q	45	6565	8	9	145	14	5	55	6526	0	0	118	10	5	28	6181	2	8	185	7	6	41	6508	14	3	158	12	0	
Noubustah Zenana School,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Golagunj Zenana do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ragged Girls' do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Raja ki Bazar Girls' do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ashrafabad, do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Zahur Buksh Bazar Girls' do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Yahayaganj, do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Roy Barclilly A. M. do.,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mrs. Beuther's C. M. do., Fyzabad,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

H. B. HARINGTON, M. A.,
Offy. Director of Public Instruction, Oudh.

LUCKNOW, P. I., OUDH.
The 17th June 1870.

APPENDIX A.

Table XIII. Distinctions conferred by the Calcutta University during the year 1869-70.

Number.	Name of students.	Name of Institutions.	Distinctions conferred.	Remarks.
1	Brajendra Nath Dey,	Canning College,	First Arts, First Division,	Gained Sir Stafford Northcote's prize.
2	Alfred Nundy,	Ditto	Ditto Second ..	
3	Nanuk Chund,	Ditto	Entrance Examination First,,	
4	Sree Ram,	Ditto	Ditto .. "	
5	Lalla Pectum Roy,	Ditto	Ditto .. "	
6	Abdool Rahcem,	Ditto	Ditto .. "	
7	Shunker Dial,	Ditto	Ditto .. "	
8	Kedar Nath Chatterji,	Ditto	Ditto Second ..	
9	Nazar Hoscin,	Ditto	Ditto .. "	
10	Syud Budder Ali,	Ditto	Ditto .. "	
11	Ganeshi Lall,	Ditto	Ditto .. "	
12	Aga Mirza Beg,	Ditto	Ditto .. "	
13	Indra Narain,	Ditto	Ditto .. "	
14	Secta Ram,	Ditto	Ditto .. "	
15	Arjoon Singh,	Ditto	Ditto Third ..	
16	Gunga Sahai,	Ditto	Ditto .. "	
17	Anund Pershad,	Ditto	Ditto .. "	
18	Poornoo Chunder Ghoshal,	Ditto	Ditto .. "	
19	Sumeshwar Dut',	Ditto	Ditto .. "	
20	Gujraj Singh,	Fyzabad School.	Ditto Second ..	
21	Mata Pershad,	Ditto	Ditto .. "	
22	Brij-Mohun Lall,	Ditto	Ditto Third ..	

LUCKNOW:
OFFICE OF DIRECTOR OF P. I. OUDH,
The 17th June 1870.

H. B. HARRINGTON, M.A.,

Offg. Director of P. I., Oudh.

APPENDIX A.

TABLE No. XIV.—Return of Scholarships gained during the year 1869-70.

A.—Senior Scholarships gained at Colleges :

Name of Scholar.	College at which gained.	When gained.	Free or Stipendiary.		For how long tenable.	For proficiency in what branch.	Remarks.
			Stipendiary.	Rs. A. P.			
Hunooman Pershad,	Canning College.	Jan'y. 1870.		20 0 0	One year,	C. U. First Arts' Examination, 2nd grade,	
Brojindro Nath Day,	Ditto,	Ditto,	Ditto,	20 0 0	Ditto,	Ditto,	1st grade,
Bedha Bhoshun Mookerji	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	C. U. E. E.,	2nd grade,
Girja Dial,	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	2nd grade,
Ruffeend-deen Beg...	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto,	2nd grade,
Eusoofooz-zaman,	Ditto,	Ditto,	Ditto,	7 0 0	Ditto,	Ditto,	1st grade,
Birj Bahadloor,	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto,	1st grade,
Syud Ali, ...	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto,	2nd grade,
Bahambher Nath,	Ditto,	Ditto,	Ditto,	6 0 0	Ditto,	Ditto,	1st grade,
Nauuk Chund,	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	1st grade,
Sree Ram,	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	1st grade,
Lalla Pitum Roy,	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	1st grade.
Kidar Nath Chatterjee,	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto,	2nd grade,
Ganesbi Lall,	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto,	2nd grade,
Gujraj Singh,	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto,	2nd grade,
Mata Parabad,	Ditto,	Ditto,	Ditto,	8 0 0	Ditto,	Ditto,	2nd grade,
Nasir Ali,	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	2nd grade,
Hashim Ali Khan,	Ditto,	Ditto,	Ditto,	10 0 0	Ditto,	Ditto,	3rd grade,

Paid from Goodrich Scholarship fund.
Ditto

H. B. HARRINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

OFFICE OF DIRECTOR OF P. I., OUDH,
7th, 17th June 1870.

APPENDIX A.

Table No. XIVA.—Return of scholarships gained during the year 1869-70.

B. Junior scholarships gained at schools.

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable	For proficiency in what language.
			Stipendiary.			
Priya Nath Banerji, ..	Fyzabad,	Nov. 1869.	Stipendiary.	4 0 0	One year.	{ General proficiency Deptl. Examination.
Jotee Pershad, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Thakoor Dass, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Ali Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Aulad Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhowanee Pershad, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Imdad Hosein, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Buns Gopal, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Mahadeo Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kunhaiya Lall, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Zalim Singh, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Birj Mohun Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Kunj Beharee Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shew Amur Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Taliboollah, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Aubid Hosein, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Ooma Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Pirbhoo Dial, ..	Roy Bareilly,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhobanohwar, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Beharee Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Mahadeo Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kalee Churud, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Hari Singh, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Mumtaz, Hosein, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Abool Faiz, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shurind-deen, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Ram Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Nabi Makomed, ..	Sultanpoor,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bhugwan Dial, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Shew Narayen, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Ram Singh, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,

TABLE No. XIV A.—(Continued.)

Name of scholars.	Schools at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For proficiency in what language.
Sadiq Ali, ..	Gondah,	Nov. 1869.	Stipendiary.	3 0 0	One year.	{ General proficiency Deptl. Examination.
Mendeo Loll, ..	Barabunkce,	Do.,	Do.,	4 0 0	Do.,	Do.,
Deen Dial, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Béchoo Lall, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Rikh Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Joy Dial, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kalka Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Janki Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Kalka Pershad, ..	Hurdui,	Do.,	Do.,	4 0 0	Do.,	Do.,
Ebadullah, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Shew Narain, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Jamiat Roy, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Munni Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Nabi Bukhsh, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Rughober Dial, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Hur Saroop, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Munnoo Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Anni Lall, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Mahomed Qaim, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Syud-ud-din, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Dustoor Ali, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Luchmun Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Gokul, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Budree Narain, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shew Bukhsh, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Hur Dial, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Raj Bahadoor, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Nehal Singh, ..	Lakhimpoor,	Do.,	Do.,	1 0 0	Do.,	Do.,
Luchmi Narain, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Jankee Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Hur Pershad, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Buldeo Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Shew Dial, ..	Oonao.	Do.,	Do.,	4 0 0	Do.,	Do.,

TABLE No. XIV A.—(Continued.)

Name of scholars.	School at which gained.	When gained.	Free or stipendiary.		For how long tenable.	For proficiency in what language.
Kali Churun, ..	Oonao.	Jany. 1870.	Stipendiary.	4 0 0	One year.	{ General proficiency Deptl. Examination.
Ajudhia Pershad, ..	Do.,	Nov. 1869.	Do.,	4 0 0	Do.,	Do.,
Abdool-Baree, ..	Do.,	July 1869,	Do.,	4 0 0	Do.,	Do.,
Baij Nath, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Lalta Pershad, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Shew Dial Singh, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bishashwar Dial, ..	Do.,	Nov. 1869,	Do.,	3 0 0	Do.,	Do.,
Rugheber Sahai, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Durga Pershad, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Chunni Lall, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Gokorn Nath, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Ram Rutton, ..	Do.,	Do.,	Do.,	3 0 0	Do.,	Do.,
Imdad Ali, ..	Seetapoor.	Do.,	Do.,	4 0 0	Do.,	Do.,
Basdeo Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Bishashwar Nath ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Kirpa Dial, ..	Do.,	Do.,	Do.,	3 8 0	Do.,	Do.,
Kareem Bukhsh, ..	{ Model school Lucknow, }	{ July 1869	Do.,	4 0 0	Do.,	Do.,
Wilayat Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Kalka Pershad, ..	Mulihabad,	Do.,	Do.,	4 0 0	Do.,	Do.,
Gunga Sahai, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Jawahir Lall, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Moostafa Ali, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Surfaraz Ali, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Ablood-Baree, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,
Mata Pershad, ..	Do.,	Do.,	Do.,	2 0 0	Do.,	Do.,
Dabee Deen, ..	Amethi,	Do.,	Do.,	4 0 0	Do.,	Do.,
Madho Dial, ..	{ A. M. School Lucknow, }	{ Nov. 1869. }	Do.,	3 0 0	Do.,	Do.,
Kewul Kishore, ..	A. M. School,	Do.,	Do.,	4 0 0	Do.,	Do.,
Swami Dial, ..	Inbana.	Do.,	Do.,	3 0 0	Do.,	Do.,
Madho Pershad, ..	{ Canning Col- lege. }	{ Do., }	Do.,	4 0 0	Do.,	Do.,
Raza Hosein, ..	Do.,	Do.,	Do.,	4 0 0	Do.,	Do.,

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.
The 17th June 1870.

H. B. HARRINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX A.

TABLE XVI.—Return of Private Donations and Endowments from which aid was received by the Department of Public Instruction Oudh, during the year 1869-70.

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
LUCKNOW DISTRICT.				
Rája Kashi Pershád, Talukdár,	Cash.	207 0 0	Uncertain.	Building of Mohunlalgaui School.
Rája Ratun Singh, do.,	"	101 0 0	"	For education.
Total of subscriptions of Rs. 50 per annum and upwards,	Cash.	308 0 0	"	"
Add aggregate of smaller subscriptions,	"	189 0 0	"	"
	Total Rupees, ..	497 0 0		
BARABUNJEE DISTRICT.				
Rája Fuzrúnd Alí Khán, Talukdár of Jahangerabad,	Cash.	60 0 0	Uncertain.	For education.
Zainool Ableen, Talukdár of Guddiah,	"	54 11 0	"	"
Rája Surubjeet Singh, Talukdár,	"	214 8 0	"	"
Bádsháh Hossein Khan, do.,	"	96 0 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards,	Cash.	125 3 0	"	"
Add aggregate of smaller subscriptions,	"	155 8 0	"	"
	Total Rupees, ..	860 11 0		
OONAO DISTRICT.				
Buldeo Singh, Talukdár of Akohoree,	Cash.	102 0 0	Uncertain.	For education.
Total of subscriptions of Rs. 50 per annum and upwards,	Cash.	102 0 0	"	"
Add aggregate of smaller subscriptions,	"	472 3 6	"	"
	Total Rupees, ..	574 3 6		
SEETAPOOR DISTRICT.				
Rája Sheo Buksh Singh, Talukdár of Kotesur,	Cash.	53 0 0	Uncertain.	For education.
Nawáb Umjud Alí Khan, do. of Kuuwa Khara,	"	54 5 0	"	"

Raja Ameer Hasan Khan, do. of Mahmoodabad, ..	"	233 6 0	"	"	"
Raja Ibad Ali Khan, do. of Painteypoor, ..	"	68 10 0	"	"	"
Thakur Guman Singh, do. of Rampoor Muttra, ..	"	36 8 0	"	"	"
Thakur Harihara Bukah, do. of Suroura, ..	"	20 15 0	"	"	"
Mirza Abbaz Beg, do. of Baragon, ..	"	180 0 0	"	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ..	Cash.	646 12 0			
Add aggregate of smaller subscriptions, ..	"	2,213 5 0			
	Total Rupees, ..	2,860 1 0			
HURDUI DISTRICT.					
Raja Hardeo Bukah, Talukdars, ..	Cash.	120 0 0		Uncertain,	For education.
Gujraj Singh, do., ..	"	120 0 0		"	"
Total of subscriptions of Rs. 50 per annum and upwards, ..	"	240 0 0		"	"
Add aggregate of smaller subscriptions, ..	"	2,311 5 6		"	"
	Total Rupees, ..	2,551 5 6			
KHEREE DISTRICT.					
Total of subscriptions of Rs. 50 per annum and upwards, ..	Cash.	0 0 0		"	For education.
Add aggregate of smaller subscriptions, ..	"	1,577 7 6		Uncertain,	
	Total Rupees, ..	1,577 7 6			
FYZABAD DISTRICT.					
Mir Bakur Hosein and Ghuzaffar Hosein, Talukdars, ..	Cash.	120 0 0		Uncertain,	For education.
Mullick Hidayet Hosein, Talukdar, ..	"	120 0 0		"	"
Raja Madho Pertab Singh, do., ..	"	204 0 0		"	"
Jahangir Buksh Khan, do., ..	"	60 0 0		"	"
Ramroop Singh, do., ..	"	60 0 0		"	"
Babú Jamshed Ali Khan, do., ..	"	180 0 0		"	"
Thakurair Rugonath Kunr, do., ..	"	60 0 0		"	"
Raja Khairat Ali, do., ..	"	132 0 0		"	"
Thakurain Hirdoss Kunr, do., ..	"	60 0 0		"	"
Raja Shaukumee Buksh, do., ..	"	204 0 0		"	"
Babú Oodres Singh, Chundres Singh, do., ..	"	132 0 0		"	"
" Amres Singh, do., ..	"	120 0 0		"	"
" Joy Dutt Singh, do., ..	"	84 0 0		"	"
" Kabree Singh, do., ..	"	144 0 0		"	"
Carried over, ..	...	1,680 0 0			

TABLE XVI.—(Continued.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
<i>Brought forward, ..</i>	...	1,680 0 0		
FYZABAD DISTRICT.—(Continued.)				
Maharaja Man Singh, Talukdar, ..	Cash.	600 0 0	Uncertain.	For education.
Babai Obhoy Dutt Singh, ditto. ..	"	60 0 0	"	"
Total of subscriptions of Rs. 50 per annum and upwards, ..	Cash.	2,340 0 0	"	"
Add aggregate of smaller subscriptions, ..	"	393 14 0	"	"
	Total Rupees, ..	2,733 14 0		
BARAICH DISTRICT.				
Raja Randheer Singh Raja of Kupoorthulla, ..	Cash.	566 0 0	Uncertain.	For Boundee and Akounah aided schools. For Nawabganj and Nasirganj aided schools, the latter of which has been abolished of late.
Ditto. ..	"	637 0 0	"	
Nawab Nisar Ali Khan, Talukdar, ..	"	300 0 0	"	
	Total Rupees, ..	1,523 0 0		
PERTABURGH DISTRICT.				
Dewan Ran Bijoy Bahadur Singh, Talukdar, Puttee Syfabad, ..	Cash.	60 0 0	Uncertain,	For education.
Total of subscriptions of Rs. 50 per annum and upwards ..	Cash.	60 0 0	"	"
Add aggregate of smaller subscriptions, ...	"	1,392 14 9	"	"
	Total Rupees, ..	1,452 14 9		
SULTANPOOR DISTRICT.				
Total of subscriptions of Rs. 50 per annum and upwards, ..	Cash.	433 8 0	Uncertain,	For education.
Add aggregate of smaller subscriptions, ..	"	433 8 0	"	"

GONDAL DISTRICT

Maharaja Man Singh, Talukdar of Bishumberpore, ...
 Surfuras Kunr, do. of Birwah, ...
 Humarain Pandey, do. of Akberpoor, ...
 Raja Prithesput Sing, do. of Mankapoor, ...
 Maharaja Digbijay Singh, do. of Bultampore, ...
 Raja Kishen Dutt, do. of Singa Chunda, ...
 Raja Rudheer Singh, do. of Pataspoor, ...
 Mirtoonjey Bukah, do. of Shahpore, ...
 Rugber Singh, do. of Dhunooras, ...
 Ajeet Singh, do. of Deotaha, ...
 Shere Bahadur Singh, do. of Kumair, ...

Total of subscriptions of Rs. 50 per annum and upwards, ...
 Add aggregate of smaller subscriptions, ...

Grand total

Talukdar's Subscription not collected through District Officers,

GONDAL DISTRICT.

Maharaja Digbijay Singh K. C. S. I., Talukdar of Bulrampur, ...

SEETAPOOR DISTRICT.

Raja Ameer Hussay Khan, Talukdar of Mahmudabad, ...

BARAMCH DISTRICT.

Raja of Bhinga, Talukdar of Bhinga, ...

Grand Total

	Cash,	540 0 0	Uncertain.	For education.
"	"	180 0 0	"	"
"	"	240 0 0	"	"
"	"	240 0 0	"	"
"	"	600 0 0	"	"
"	"	480 0 0	"	"
"	"	108 0 0	"	"
"	"	72 0 0	"	"
"	"	84 0 0	"	"
"	"	72 0 0	"	"
"	"	123 0 0	"	"
Cash,		2,739 0 0	"	"
"		534 1 3	"	"
Total Rupees, ..		3,273 1 3		
Rupees, ...		18,337 2 6		
Cash,		2,641 12 6	Uncertain,	For Bulrampur Sadr and Mofussil schools.
Total Rupees, ...		2,641 12 6		
Cash,		1,050 0 0	Uncertain,	For Mahmudabad school.
Total Rupees, ...		1,050 0 0		
Cash,		31 2 0	Ceased,	For Bhinga school.
Total Rupees, ...		31 2 0		
Rupees, ...		3,722 14 6		

TABLE XVI.—(Continued.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
LUCKNOW DISTRICT.				
Raja Kashi Pershad, Talukdar,	1/4 per cent on sadr jama.	172 1 3	Permanent.	
Kunhya Lal, Talukdar,	"	70 8 0	"	
Total of subscriptions of Rs. 50 per annum and upwards,	Cash,	242 9 3	"	
Add aggregate of smaller-subscriptions,	"	241 2 9	"	
	Total Rupees, ..	483 12 0		
OONAO DISTRICT.				
Choudri Gopal Singh, Talukdar of Mahondabad, ..	Cash,	74 12 0	"	
Choudri Hashmat Ali, do. of Araish, ..	"	88 6 0	"	
Raja Kashi Pershad, do. of Murwasee, ..	"	85 4 6	"	
Mahant Hurchurn Dass, do. of Murwasee, ..	"	158 14 3	"	
Raja Kunhya Lal, do. of Akawree, ..	"	337 1 3	"	
Budeo Bukah, do. of Pahoo Golaria, ..	"	68 0 0	"	
Shunker Bukah, do. of Pahoo Golaria, ..	"	70 0 0	"	
Total of subscriptions of Rs. 50 per annum and upwards,	Cash,	882 6 0	"	
Add aggregate of smaller-subscriptions,	"	496 8 0	"	
	Total Rupees, ..	1,378 14 0		
KHEER DISTRICT.				
Raja Indur Bikram Sah Talukdar, ..	Cash,	144 1 0	"	
Thakur Bulbinder Singh, do. of Mukewa, ..	"	229 15 9	"	
Raja Nurput Sah, do. of Oel, ..	"	144 0 0	"	
Raja Unroot Singh, do. of Oel, ..	"	350 10 6	"	
Raja Kunjeet Singh, do. ..	"	129 15 0	"	
Rao Moonsehar Bukah, do. ..	"	125 8 0	"	
Raja Gung Singh, do. of Bhoor, ..	"	280 10 0	"	

SUBSCRIPTIONS TO CANNING COLLEGE, LUCKNOW.

**Total of subscriptions of Rs. 50 per annum and upwards,
Add aggregate of smaller subscriptions,**

SEETÁPOON DISTRICT.

	Cash,	191	12	5	Permanent.
Nawáb Ámjud Ali Khan, Talukdár,	..	191	12	5	
Rája Sheo Rukoh Singh,	..	111	7	9	"
Fuzul Ali Khan,	..	86	15	10	"
Rája Ameer Hosein Khan,	..	1,041	9	6	"
Rája Ibad Ali Khan,	..	243	14	0	"
Patsha Hosein Khan,	..	54	9	0	"
Thakúr Jawahír Singh,	..	129	12	0	"
Harshun Bukah,	..	133	3	0	"
Thakúr Bhawanideen,	..	56	2	0	"
Thakúr Bancee Singh,	..	81	2	0	"
Thakúr Runjeet Singh,	..	75	5	6	"
Thakúr Anunt Singh,	..	51	10	5	"
Seth Seetaram and Rughhur Dyal Talukdárs,	..	103	7	6	"
Thakúr Guman Singh,	..	110	9	6	"
Miráq Aga Jan,	..	138	8	0	"
Ahmed Ali Beg,	..	56	12	0	"

Total of subscriptions of Rs. 50 per annum and upwards,
Add aggregate of smaller subscriptions, |

GONDAR DISTRICT:

	Cash,	925 0 0	Permanent.
Rāja Kishor Dutt,	..	64 0 0	"
Pandey Hur Narain,	..	102 8 0	"
Rāja Randebeer Singh,	..	81 0 0	"
Thakúr Sarfraz Kaur,	..	86 4 0	"
Thakúr Raghubur Singh,	..	60 12 0	"
Mahant Hunchurm Das,	..	74 8 0	"
Thakúr Murtonjay Bakwa-	..		"
Total of subscriptions of Rs. 50 per-annum and upwards,	Cash,	1,394 0 0	"
Add aggregate of smaller-subscriptions,	"	196 0 0	"
	Total Rupees ..	1,590 0 0	"

TABLE XVI.—(Continued.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
BARAICH DISTRICT.				
Raja Rajgan Runder Singh, Talukdar,	1/4 per cent on sadr jama.	1,240 8 0	Permanent.	
Raja Jung Bahadur Khan,	"	604 0 0	"	
Nawab Nawazish Ali,	"	75 8 0	"	
Raja Nurput Singh,	"	295 0 0	"	
Raja Rughu Nath Singh,	"	117 0 0	"	
Meer Moosuffer Hosein,	"	52 0 0	"	
Raja Seetla Bukah Singh,	"	174 0 0	"	
Raja Oodey Pertab Singh,	"	131 0 0	"	
Total of subscriptions of Rs. 50 per annum and upwards,	Cash,	2,689 0 0	"	
Add aggregate of smaller subscriptions,	"	138 0 0	"	
	Total Rupees, ..	2,827 0 0		
SULTANPOOR DISTRICT.				
Ranee Sada Beebee	Cash,	72 11 6	Permanent.	
Kalka Buksh,	"	50 0 0	"	
Raja Shunkeree Buksh,	"	75 12 0	"	
Babu Sarubjeet Singh,	"	63 1 0	"	
Raja Soakmungal Singh,	"	89 9 6	"	
Total of subscriptions of Rs. 50 per annum and upwards,	Cash,	351 2 0	"	
Add aggregate of smaller subscriptions,	"	171 8 7	"	
	Total Rupees, ..	522 10 7		
PATNAGURH DISTRICT.				
Chundika Buksh	Cash,	58 13 1	Permanent.	
Bajrung Bahadur Sing	"	74 9 2	"	
Hannan Buksh,	"	89 1 8	"	
Raja Bijay Bahadur Singh	"	178 9 8	"	
Babu Daw Bahadur Pal,	"	107 11 9	"	
Babu Bulbudder Singh,	"	72 5 3	"	
Raja Jagot Bahadur Singh,	"	366 3 4	"	

Thakúr Bajinath Kunr,	do.,	..	Cash,	217	14	2	Permanent,
Thakúr Kumbhass Kunr,	do.,	..	"	217	7	10	"
Lali Seetla Bakh,	do.,	..	"	77	11	11	"
Raja Rempal Singh,	do.,	..	"	414	12	3	"
Raja Jugwainshur Bakh,	do.,	..	"	120	11	10	"
Raja Jugtal Singh,	do.,	..	"	198	3	6	"
Thakúr Ajit Kunr,	do.,	..	"	246	13	0	"
Dewan Rambej Bahadúr,	do.,	..	"	296	15	3	"
Rai Madho Pershad,	do.,	..	"	217	3	6	"
Rai Drigbijay Singh and Bieshur Singh, Talukdars,	do.,	..	"	196	0	6	"
Jagut Narain Singh, Talukdár,	..	..	"	189	2	0	"
Total of subscriptions of Rs. 50 per annum and upwards,			Cash,	3,340	5	8	"
Add, aggregate of smaller subscriptions,			"	604	8	9	"
			Total Rupees,	3,944	14	5	

BARABUNKEE DISTRICT.

Hakim Karam Ali,	Talukdár,	..	Cash,	73	2	0	Permanent,
Kasee Ikram Ahmed,	do.,	..	"	94	6	0	"
Chondree Mahomed Hosein,	do.,	..	"	55	0	10	"
Meer Búnyad Hosein,	do.,	..	"	70	13	0	"
Rájf Sarubjeet Singh,	do.,	..	"	628	8	0	"
Padhaha Hosein Khan,	do.,	..	"	51	6	5	"
Chondri Surfraz Ahmed,	do.,	..	"	66	13	0	"
Total of subscriptions of Rs. 50 per annum and upwards,			Cash,	1,040	1	3	"
Add aggregate of smaller subscriptions,			"	65	15	6	"
			Total Rupees,	1,106	0	9	

HURDZI DISTRICT.

Bharath Singh, (Thakúr.)	Talukdár,	..	½ per cent on admr. jama.	78	0	0	Permanent,
Rae Doorga Pershad,	do.,	..	"	91	9	0	"
Raja Futeh Chund,	do.,	..	"	91	9	0	"
Raja Rundheer Singh,	do.,	..	"	70	11	0	"
Raja Hurdoo Singh,	do.,	..	"	180	0	0	"
Waseek Hyder,	do.,	..	"	56	3	0	"
Total of subscriptions of Rs. 50 per annum and upwards,			Cash,	568	0	0	"
Add aggregate of smaller subscriptions,			"	250	3	3	"
			Total Rupees,	818	3	3	

TABLE XVI.—(Continued.)

Name of donor.	Description of donation.	Annual value.	For what period to continue.	Remarks.
ROY PARELLY DISTRICT.				
Rana Shunker Bakh,	Talukdár,	607 8 0	Permanent,	
Raja Sheopal Singh,	do.,	276 14 0	"	
Thakúrain Achal Kunf,	do.,	156 12 0	"	
Surdar Singh,	do.,	107 14 0	"	
Ajoodhya Bakh,	do.,	98 8 0	"	
Raja Hindpal Singh,	do.,	122 9 0	"	
Raja Jugmohun Singh,	do.,	56 2 6	"	
Jagar Nath Bakh,	do.,	127 14 0	"	
Chandurpal Singh,	do.,	142 1 0	"	
Saadut Khan &c.	do.,	70 6 0	"	
Thakúrain Duraido, Kunr,	do.,	190 10 0	"	
Captain Goolab Singh,	do.,	143 4 0	"	
Raja Jugpal Singh,	do.,	120 12 0	"	
Choadree Bulbudder Singh,	do.,	84 4 0	"	
Shankur Bakh,	do.,	50 15 0	"	
Raja Kuphya Lall,	do.,	122 15 0	"	
Raja Omrao Singh,	do.,	56 12 0	"	
Raja Jugmohun Singh,	do.,	84 8 0	"	
Hurchund Singh, &c.,	do.,	54 0 0	"	
Thakúrain Kudum Kunr,	do.,	60 14 10	"	
Babú Sarubjit Singh,	do.,	57 9 4	"	
Sheodut Sing,	do.,	69 9 6	"	
Total of subscriptions of Rs. 50 per annum and upwards,	...	2,862 10 2	"	
Add aggregate of smaller subscriptions, ...	...	809 13 7	"	
	Total Rupees,	3,672 7 9	"	
FYZABAD DISTRICT.				
Raja Madho Pertab Singh,	Talukdár,	141 8 0	"	
Maharaja Man Singh,	do.,	1,604 0 0	"	
Raja Shunkeree Bakh Singh,	do.,	170 0 0	"	
Babú Unnes Singh,	do.,	221 6 0	"	
Babú Hurdut Singh,	do.,	79 11 0	"	
Khayrat Ali Khan,	do.,	80 6 0	"	
Thakúrain Hurdas Kunr,	do.,	103 15 0	"	

Bábu Oodress Singh and Chundress Singh Talukdárs,	...	...	236	0	0	"
Bábu Sætia Bukah Singh, Talukdár,	...	...	58	0	0	"
Mulick Hyder Hosein, do.,	...	...	58	7	0	"
Meer Paqer Hosein and Ghuraffer Hosein Talukdárs,	...	...	202	8	0	"
Bábu Kesbopershad Singh, Talukdár,	...	...	79	1	0	"
Bábu Jyduf Singh, do.,	...	...	343	6	0	"
Bábu Sheopergas Singh, do.,	...	...	70	8	0	"
Thakúrain Rughonath Kunr, do.,	...	...	195	3	0	"
Bábu Moheep Narain Singh, do.,	...	...	70	1	0	"
Total of subscriptions of Rs. 50 per annum and upwards,	...	...	3,714	0	0	"
Add aggregate of smaller subscriptions,	...	...	323	0	0	"
			Total Rupees, ..			"
			Rupees, ..			"
Grand Total			4,037	0	0	"
			25,793	13	6	"
RECAPITULATION.						
Grand total of Talukdárs' subscriptions to Government and Private Schools (excluding Canning College) collected through District Officers during 1869-70,	...	...	18,337	2	6	"
Grand total of Talukdárs' subscriptions to Government and Private Schools (excluding Canning College) not collected through District Officers during 1869-70,	...	...	3,722	14	6	"
Do. do. to Canning College during 1869-70,	...	...	25,793	13	6	"
Grand Total			47,853	14	6	"

H. B. HARINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

LUCKNOW:
OFFICE OF DIRECTOR OF P. I., OUDH.

APPENDIX A.

TABLE XVII.—General Statement of Amount expended by Government on Education in the Province of Oudh during the year 1869-70.

	Salaries.			Scholarships.			Buildings.			Contingencies and Books.			Grants-in-aid.			Total.			Remarks.
	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	Rs.	As.	P.	
GENERAL ESTABLISHMENT.																			
From Imperial Revenues, ...	44,170	5	9	...	...	...	...	...	...	25,498	14	2	...	...	...	69,659	3	11	
„ One per cent educational cess fund, ...	4,327	5	8	...	...	...	...	...	...	6,257	1	8	...	...	...	10,584	7	4	
„ Other sources, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
GOVERNMENT COLLEGES AND SCHOOLS.																			
Higher Class,																			
From Imperial Revenues, ...	14,175	5	0	1,166	0	0	...	...	...	778	12	0	...	...	...	16,120	1	0	
„ One per cent educational cess fund, ...	2,211	11	9	286	8	0	...	...	...	277	0	0	...	...	...	2,805	3	9	
„ Other sources, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Class,																			
From Imperial Revenues, ...	57,814	7	6	2,515	13	1	817	15	10	5,899	5	9	...	...	...	67,077	10	2	
„ One per cent educational cess fund, ...	3,136	13	9	...	...	...	...	...	...	...	...	...	...	...	...	3,136	13	9	
„ Other sources, ...	13,935	9	8	844	13	11	...	...	...	422	0	0	...	...	...	15,202	7	7	
Lower Class.																			
From Imperial Revenues, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ One per cent educational cess fund, ...	55,798	15	1	...	...	...	28,956	6	2	4,874	7	5	...	...	...	89,629	12	11	
„ Other sources, ...	...	...	...	...	...	...	...	...	...	5,164	7	4	...	...	...	5,164	7	4	
Female Schools,																			
From Imperial Revenues, ...	3,019	4	9	...	...	...	...	...	...	36	0	0	...	...	...	3,055	4	9	
„ One per cent educational cess fund, ...	1,523	6	0	...	...	...	...	...	...	...	...	...	...	...	...	1,523	6	0	
„ Other sources, ...	12	4	3	...	...	...	...	...	...	...	...	...	...	...	...	12	4	3	
Jail Schools,																			
From Imperial Revenues, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ One per cent educational cess fund, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
„ Other sources, ...	300	0	0	...	...	...	...	...	...	79	8	0	...	...	...	379	8	0	
Normal Schools,																			
From Imperial Revenues, ...	4,220	8	10	2,360	4	9	...	...	...	1,547	10	0	...	...	...	8,128	7	7	
„ One per cent educational cess fund, ...	3,515	10	4	7,659	0	6	...	...	...	1,333	5	0	...	...	...	12,507	15	10	
„ Other sources, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	912	8	0	

APPENDIX B.

Table I.—Results of the Examination of the University of Calcutta for the year 1869-70.

Name of Examination.	Number of affiliated colleges.	Number of their students.	Number of candidates.	Average age.	Education.		Religion.				Passed.			Net cost to State.	Remarks.
					Government schools.	Private schools.	Christians.	Hindus.	Mahomedans.	Others.	First Division.	Second Division.	Third Division.		
Entrance Examination,	...	1142	32	...	6	26	...	26	6	...	5	9	6	Rs. *30510	*This is the net cost of Government of the 2 institutions (Canning College School and Oriental Department and Fyzul Zillah school). †This is the net cost to Government of Canning College, Coll Department.
First Examination in Arts,	1	38	3	...	...	3	1	2	...	...	1	1	...	†7632
B. A. Examination,	
M. A. Examination,	
B. L. Examination,	
L. L. Examination,	
L. M. S. First Examination,	
L. M. S. Second Examination,	
B. M. Examination,	
B. D. Examination,	
Total, ..	1	1180	35	...	6	29	1	28	6	..	6	10	6	38142	

LUCKNOW,
Office of Director of P. I., Oude,
The 17th June 1870.

H. B. HARRINGTON, M. A.,
Offg. Director of Public Instruction, Oudh.

APPENDIX B.

TABLE II. General Statement of Educational Institutions in the Province of Oudh in the year 1869-70.

Government Institutions.										Private Institutions aided and unaided.										Grand total average attendance.	Grand total schools.	Proportion of attendance to population.
Number.	Number of Students on Rolls.	Average daily attendance.	Average age.	Teachers.		Income.		Number of persons instructed in			Class.			Income.		Number of persons instructed in						
				Christian.	Others.	Public Funds.	Fees.	Total.	English.	Vernacular.	General.	General.	Hindu.	Mahomedan.	Christian.	Total.	Average daily attendance.	From endowment.	From fees.	From Government grants.	English.	Vernacular.	General.
COLLEGES.																						
Arts, Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS.																						
Higher, Middle, Lower	2 601	525	...	17 17163	1762 18925	466	890 392	1	...	...	...	...	1	555	23787	3321 19097	506 502	247	...	...	...	...
...	54 6043	4917	...	8 129 77477	7940 85417	2150	7497 2051	24	...	...	...	...	24	1737	24145	3178 24247	1096 2288	865	...	...	...	...
...	544 21501	16198	...	767 56179	5164 61343	10	21510 2074	40	...	...	...	...	40	1506	6434	637 4078	51932 246	...	...	...	...	...
GIRLS' SCHOOLS.																						
Higher, Middle, Lower	38 879	714	...	38 4591	...	4597	...	...	...	...	...	...	...	...	6674 2327	2430 2693	80	...	...	...	...	...
...	...	...	...	...	...	...	679	...	...	...	...	...	10	193	2726	...	...	...	...	...	...	...
NORMAL SCHOOLS.																						
For Masters, For Mistresses	1 184	181	...	8 19412	...	19412	368 150	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1 17	16	...	1 1437	...	1437	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	640 29285	22551	6	960 176259	14866 191125	2626	30961 462776	1774052	73069	9562	60177	17184968	1386	717 26808								

LUCKNOW: }
 Office of Director of P. I. Oude,
 The 17th June 1870.

H. B. HARRINGTON, M. A.,
 Offg. Director of Public Instruction Oude.

APPENDIX C.

SCHEME OF STUDIES FOR ZILLAH SCHOOLS IN OUDH.

CLASS VII. (*First year.*)

URDU, ...	<i>Reading.</i>	Mufid-ul-mubtadi,	} 2 Hours daily.
	<i>Writing.</i>	Copy on Takhties every letter, word, and sentence as read in the Mufid-ul-mubtadi.	
	<i>Arithmetic.</i>	Figures and Multiplication Table to 12 times,	
NAGRI, ...	<i>Reading.</i>	Barn Prakasika,	} 2 Hours.
	<i>Writing.</i>	As in Urdu.	

CLASS VI. (*2nd year.*)

ENGLISH.	<i>Reading.</i>	Howard's Primer with meanings (Write out the translation on Saturdays.)... ..	} 2 Hours.
	<i>Writing.</i>	Copies on Slates (capital letters, small letters, large and round hand sentences)	
URDU, ...	<i>Reading.</i>	Daira Ilm (1st half year) and Insha Urdu part 1 (2nd half year),	} 2 Hours.
	<i>Writing.</i>	Write to Dictation on Takhties the lessons in D. I. and copy on paper with proper Alqabs &c. the letters from I. U. on takhties (Copies, and copy reading lessons: extreme neatness necessary.)... ..	
	<i>Arithmetic.</i>	Numeration, Notation, 1st four rules,... ..	
NAGRI, ...	<i>Reading.</i>	Patr Dipka, (3 times a week,)... ..	} 1 Hour.
	<i>Writing.</i>	As in Urdu, (twice a week,)	

CLASS V. (*3rd year.*)

ENGLISH.	<i>Reading.</i>	Howard's II Book Part I. (Vide Remark in class VI.) 1 hour daily,	} 2 Hours.
	<i>Writing.</i>	Large and Round hand copies in copy books (thrice weekly for 1 hour,)	
	<i>Translation.</i>	Baboo Mathura Pershad's Primer, (twice weekly, exercises to be written out neatly on Saturdays,)... ..	
URDU, ...	<i>Reading.</i>	Haqaiq-ul-Moujudat the whole.	} 2 Hours.
	<i>Writing.</i>	Letters copied or original, on paper, Dictation on Slates, Penmanship: N. Kishore's copy books: the headings to be copied on takhties first and afterwards on paper.	
	<i>Grammar.</i>	Qawaid Urdu Part II to the end of Jumla Inshayi, (2 hours weekly,) with Parsing and derivation in the Reading Lesson... ..	
NAGRI, ...	<i>Reading.</i>	Bidyankur Lessons 1 to 18 (2 hours weekly,)	} 1 Hour.
	<i>Writing.</i>	As in Urdu, (1 hour weekly,)	
URDU, ...	<i>Arithmetic.</i>	Reduction and Compound rules: (examples from Mubadi-ul-Hisab, Zubdat-ul-Hisab, &c. &c., Four hours weekly.) (English & Urdu figures.)	} 1 Hour
	<i>Geography.</i>	As in Awul Jigrafiya to the end of Asia (orally or by book as most convenient.)	

CLASS IV. (4th year.)

ENGLISH.	Reading.	Piary Charn's Reader No. III (Vide remark in Class VI.)	} 2 Hours.
	Writing.	Large, round, and small hand copies in Copy-books (thrice weekly for 1 hour.)	
	Grammar.	Grammatical Primer pages 1 to 26, (twice a week for 1 hour.)	
	Translation.	Urdu into English from Insha Urdu I. (twice weekly for 1 hour.)	
NAGRI...	Reading.	Bidyankur, twice weekly for 1 hour.	} 1 Hour.
	Writing.	Dictation from ditto, once a week for 1 hour.	
URDU PERSIAN.	Reading.	Waqiat Hind to the death of Jehangir, (remainder,) & Gulzar Dabistan: alternately.	} 2 Hours.
	Writing.	Nowul Kishore's copy-books. Original letters and exercises, and translations from Persian on paper, thrice weekly for 1 hour.	
	Grammar.	Zawabit-i-Farsi (whole) with Parsing in the reading lesson. Twice weekly for one year.	
URDU, ...	Arithmetic.	Vulgar & Decimal Fractions, (Vide remarks in class V) 4 hours a week.	} 1 Hour.
	Geography.	As in Awul Jagrafiya, remainder.	

CLASS III. (5th year.)

ENGLISH.	Reading.	Howard's III. Book. Part I. pp. 9-99, omitting Lessons, 4, 25, 30, and 37, one hour daily. (easy parsing the last quarter of the hour,	} 3 Hours.
	Writing.	Large, round & small hand copies in copy-books, twice a week for 1 hour. Dictation on slates 1 hour a week.	
	Translation.	Urdu into English from Haqaiqul-moujudat. Twice weekly for 1 hour,	
	Grammar.	Grammatical Primer, remainder with revision of the whole. Twice weekly for 1 hour.	
	Geography.	Outlines of Geography, to the end of Asia, (a) Thrice weekly for 1 hour,...	
URDU PERSIAN.	Reading.	Waqiat Hind (remainder) and Dustur us Sibyan on alternate days,	} 3 Hours.
	Writing.	Original essays, and translations from Persian: twice weekly for 1 hour,	
		Translation from English Reader into Urdu: thrice weekly for 1 hour,	
	Arithmetic.	Simple and Compound Proportion, Examples involving Vulgar & Decimal Fractions, from all the text books available. Thrice weekly for 1 hour,	
	Geometry.	Tehrir Uclidus Books I and II.	

(a) The richer boys may buy the "Manual" which will be useful in the Entrance class. In the lower classes the large print only need be read.

N. B. Examination in writing every Saturday in this and higher classes.

CLASS II. (6th year.)

ENGLISH.	Reading.	Howard's III. Book part 2, only Lessons I. to III. the Geographical Lessons and Lessons on money matters: and the Poetical Lessons 4, 11, 20, 22, 36, and 48: one hour daily including parsing.	} 3 Hours.
	Writing.	Dictation on slates, twice weekly for 1 hour. Copy Books, once: Translation from Waqiat Hind twice,	
	Grammar.	Parsing and derivation in the daily reading lesson,	
	Geography.	Outlines of Geography: Europe. Three times a week for one hour,	
	History.	Landmarks of Ancient History Chaps. I to VII. Twice a week,	

MATHE- MATICS (ENGLISH.)	<i>Arithmetic</i>	Revise rules previously learned in Urdu. Thrice weekly,	} 1 Hour. ⁴
	<i>Algebra.</i>	First 4 Rules and Fractions. Twice weekly, ...	
	<i>Geometry.</i>	Euclid Books I and II with easy deductions, Four times, a week,	
URDU PERSIAN.	<i>Reading.</i>	Akhlaq mohsini,	} 2 Hours.
	<i>Writing.</i>	Translation from English Reader: twice a week, ...	
		Original exercises and translation from and into Per- sian (Evening lesson.)	

CLASS I. (7th year.)

ENGLISH,	<i>Reading.</i>	Half the University Entrance Course for the following year. Thrice weekly.
	<i>Grammar.</i>	Hiley's Grammar, Syntax. Twice a week.
	<i>Composition.</i>	Translation from the Urdu Course: twice a week in Class (prepare at home). Paraphrasing, and written answers, thrice weekly. Written Examination every Saturday.
	<i>History.</i>	Landmarks of Ancient History (remainder). Thrice weekly. Marshman's India, Chapters I to VII. Thrice weekly.
	<i>Geography.</i>	Outlines of Geography, remainder. Twice weekly.
MATHE- MATICS.	<i>Arithmetic.</i>	Practice, Interest, Square and Cube Root, Profit and Loss, Stocks, &c. &c., Twice weekly.
	<i>Algebra.</i>	Involution, Evolution and Simple Equations (Colenso) with examples from Wood. Thrice weekly.
	<i>Geometry.</i>	Euclid III and IV with easy deductions. Twice weekly.
URDU PERSIAN.	<i>Reading.</i>	Half the University Entrance Course for the following year. Twice weekly. Nigar Danish I to III. Once a week, to be prepared at home.
	<i>Writing.</i>	Translation from English. Evening lesson twice a week, once in class.
	<i>Grammar.</i>	Forbes' Hindustani Grammar. Sections II to IV orally, once a week.

ENTRANCE CLASS (8th year.)

Entrance Course for the year.

L U C K N O W :

OFFICE OF DIRECTOR P. I., OUDH,

The 10th August 1868.

W. HANDFORD,

Director of P. I.; Oudh.

APPENDIX D.

SCHEME OF STUDIES FOR ZILLAH SCHOOLS IN OUDH.

CLASS VIII.—(First year).

URDU, ...	<i>Reading.</i>	Mufid-ul-mubtadi,	} 2 Hours. daily.
	<i>Writing.</i>	Copy on Takhties every letter, word, and sentence as read in Mufid-ul-mubtadi,	
	<i>Arithmetic.</i>	Figures and Multiplication Table to 12 times,	
NAGRI (a)	<i>Reading.</i>	Barn Prakasika,	} 2 Hours.
	<i>Writing.</i>	As in Urdu,	

CLASS VII.—(2nd year).

ENGLISH,	<i>Reading.</i>	Howard's Primer with meanings (Write out the translation on Saturdays),	} 2 Hours.
	<i>Writing.</i>	Copies on Slates (capital letters, small letters, large and round hand sentences),	
URDU, ...	<i>Reading.</i>	Talim-ul-mubtadi (1st half year) and Mufid-ul-Insha (2nd half year),	} 2 Hours.
	<i>Writing.</i>	Write to Dictation on Takhties the lessons in T. M. and copy on paper with proper Alqabs, &c., the letters from Mufid-ul-Insha on takhties (Copies, and copy reading lessons: extreme neatness necessary),	
	<i>Arithmetic.</i>	Numeration, Notation, 1st four rules,	
NAGRI (a)	<i>Reading.</i>	Patr Dipka, (3 times a week),	} 1 Hour.
	<i>Writing.</i>	As in Urdu, (twice a week),	

CLASS VI.—(3rd year).

ENGLISH,	<i>Reading.</i>	Howard's II Book Part I (Vide Remark in class VII) 1 hour daily,	} 2 Hours.
	<i>Writing.</i>	Large and Round hand copies in copy-books (thrice weekly for 1 hour),	
	<i>Translation.</i>	Baboo Mathura Pershad's Primer, (twice weekly, exercises to be written out neatly on Saturdays),	
URDU, ...	<i>Reading.</i>	Haqaiq-ul-Moujudat the whole,	} 2 Hours.
	<i>Writing.</i>	Letters copied or original, on paper, Dictation on Slates, Penmanship: N. Kishore's copy-books: the headings to be copied on takhties first and afterwards on paper,	
	<i>Grammar.</i>	Qawaid Urdu Part II to the end of Jumla Inshāyi, (2 hours weekly,) with Parsing and derivation in the Reading Lesson,	
NAGRI (a)	<i>Reading.</i>	Bidyankur Lessons 1 to 18 (2 hours weekly),	} 1 Hour.
	<i>Writing.</i>	As in Urdu, (1 hour weekly),	
URDU, ...	<i>Arithmetic.</i>	Reduction and Compound Rules; (examples from Mubadi-ul-Hisab, Zubdat-ul-Hisab, &c., &c., four hours weekly, English and Urdu figures),	} 1 Hour.
	<i>Geography.</i>	As in Awul Jagraphia to the end of Asia (orally or by book as most convenient),	

(a). Nagri may be omitted at the discretion of the Director or Inspector.

CLASS V.—(4th year.)

ENGLISH,	<i>Reading.</i>	Peary Charn's Reader No. III * (omitting chapters IV and V) (vide remark in class VII),	2 Hours.
	<i>Writing.</i>	Large, round, and small hand copies in copy-books (thrice weekly for 1 hour),	
	<i>Grammar.</i>	Grammatical Primer pages 1 to 26, (twice a week for 1 hour),	
	<i>Translation.</i>	Urdu into English from Talim-ul-Mubtadi (twice weekly for 1 hour),	
NAGRI (a)	<i>Reading.</i>	Bidyankur, twice weekly for 1 hour,	1 Hour.
	<i>Writing.</i>	Dictation from ditto, once a week for 1 hour,	
URDU PERSIAN,	<i>Reading.</i>	Waqiat Hind to the death of Jehangir, and Gulzar Dabistan: alternately,	2 Hours.
	<i>Writing.</i>	Newul Kishore's copy-books. Original letters and exercises, and translations from Persian on paper, thrice weekly for 1 hour,	
	<i>Grammar.</i>	Zawabit-i-Farsi (whole) with Parsing in the reading lesson. Twice weekly for one year,	
URDU,	<i>Arithmetic.</i>	Vulgar and Decimal Fractions, (Vide remarks in class VI) 4 hours a week,	1 Hour.
	<i>Geography.</i>	As in Awul Jagraphia, remainder,	

*Learn by heart the following lessons:—
In Chapter 1, 6, 8, 14, and 16.
Chapter II, 16
Chapter III, 6, 8, and 18.

CLASS IV.—(5th year.)

ENGLISH,	<i>Reading.</i>	Peary Charn's Reader No. IV including the list of pre-fixes and affixes at the end. One hour daily* (easy parsing the last quarter of the hour),... ..	3 Hours.
	<i>Writing.</i>	Large round and small hand copies in copy-books, twice a week for 1 hour. Dictation on slates one hour a week,	
	<i>Translation.</i>	Urdu into English from Waqiat Hind. Twice weekly for one hour,	
	<i>Grammar.</i>	Grammatical Primer, remainder with revision of the whole. Twice weekly for one hour,	
	<i>Geography.</i>	Outlines of Geography, to the end of Asia, (a) Thrice weekly for one hour,	
URDU PERSIAN,	<i>Reading.</i>	Waqiat Hind (remainder) and Dustur us Sibyan on alternate days,	3 Hours.
	<i>Writing.</i>	Original essays, and translations from Persian: twice weekly for one hour,	
	<i>Translation.</i>	Translation from English Reader into Urdu: thrice weekly for one hour,	
	<i>Arithmetic.</i>	Simple and Compound Proportion, Examples involving Vulgar and Decimal Fractions from all the text books available, Thrice weekly for one hour,	
	<i>Geometry.</i>	Tehrir Uclidus Book I and II,	

*Learn by heart the following lessons:—
In Chapter I, 7.
In Chapter II, 12.
In Chapter III, 6, 12.
In Chapter IV, 3, 15.

(a). The richer Boys may buy the "Manual" which will be useful in the entrance class. In the lower classes the large print only need be read.

N. B.—Examination in writing every Saturday in this and higher classes.

CLASS III.—(6th year.)

ENGLISH,	<i>Reading.</i>	Howard's III book part 2, only lessons I to III the Geographical lessons and lessons on money matters: and the Poetical lessons 4, 11, 20, 22, 36, and 48: one hour daily including parsing,	3 Hours.
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CLASS III.—(6th year.)—Contd.

ENGLISH.	<i>Writing.</i>	Dictation on slates, twice weekly for one hour. Copy books, once. Translation from Waqiat Hind or Akhlaq Mohsini twice,	} 3 Hours.
	<i>Grammar.</i>	Parsing and derivation in the daily reading lesson, ...	
	<i>Geography.</i>	Outlines of Geography: Europe and revise last year's Course. Three times a week for one hour, ...	
	<i>History.</i>	Collier's History of England (to the end of Richard III). Twice a week,	
MATHEMATICS ENGLISH.	<i>Arithmetic.</i>	Colenso, Chaps. III to V. Thrice weekly,	} 1 Hour.
	<i>Algebra.</i>	First four rules G. C. M. and L. C. M. from Todhunter's Algebra for Beginners, Chaps. I to XIII. Thrice weekly,	
	<i>Geometry.</i>	Euclid Books I and II with easy deductions, three times a week,	
URDU PERSIAN.	<i>Reading.</i>	Akhlaq mohsini, chaps. 1 to 21,	} 2 Hours.
	<i>Writing.</i>	Translation from English Reader: twice a week, Original exercises and translation from and into Persian (evening lesson),	
	<i>Sanscrit.</i>	Ballantyne's first lessons,	
ARABIC.		Moulvi Obeydulla's Grammar,	}
		Ditto ditto 1st Reader,	

CLASS II.—(7th year.)

ENGLISH.	<i>Reading.</i>	Half the University Entrance Course for the following year thrice weekly,	
	<i>Grammar.</i>	Hiley's Grammar, Syntax. Twice a week.	
	<i>Composition.</i>	Translation from the Urdu Course twice a week in class, (prepare at home). Paraphrasing and written answers, thrice weekly. Written examination every Saturday.	
	<i>History.</i>	Collier's History of England. (remainder.) Thrice weekly. Marshman's India, chapters I to VII Thrice weekly.	
	<i>Geography.</i>	Outlines of Geography, remainder. Twice weekly.	
MATHEMATICS.	<i>Arithmetic.</i>	Colenso, Chaps. VI and VII. Twice weekly.	
	<i>Algebra.</i>	Fractions and Simple Equations (Todhunter, Chaps. 14 to 23). Thrice weekly.	
	<i>Geometry.</i>	Euclid III and IV with easy deductions. Twice weekly.	
URDU PERSIAN.	<i>Reading.</i>	Half the University Entrance Course for the following year. Twice weekly. Nigar Danish I to III Once a week, to be prepared at home.	
	<i>Writing.</i>	Translation from English. Evening lesson twice a week, once in class.	
	<i>Grammar.</i>	Forbes' Hindustani Grammar. Sections II to IV orally once a week.	
SANSKRIT		Upakramanika, and Rajupath Part III.	
ARABIC.		Obeydulla's Grammar.	
		Ditto 2nd Reader.	

CLASS I OR ENTRANCE CLASS.

ENGLISH.	<i>Literature.</i>	Complete the Course and revise the whole.
	<i>Grammar.</i>	Parsig, derivation, analysis, and prosody.
	<i>Composition.</i>	Written examinations.
	<i>History.</i>	Complete the prescribed books and revise.
	<i>Geography.</i>	Revise the Manual : map drawing once a week.
MATHE- MATICS.	<i>Arithmetic.</i>	Work all the miscellaneous examples at the end of Colenso and Barnard Smith.
	<i>Algebra.</i>	Todhunter, Chaps. 23 to 25. Colenso, all the examples in Fractions and Equations.
	<i>Geometry.</i>	Revise 12 Propositions a week, and work as many deductions as possible from Pott's Euclid.

Vernacular. The Entrance Course and Forbes's Grammar.

OFFICE OF DIRECTOR P. I., OUDH,
L U C K N O W :
The 16th August 1869. }

W. HANDFORD,
Director of P. I., Oudh.

NOTES.—1. This Course will be introduced from 1st October next.

The classes will be numbered from I to VIII instead of as heretofore. Class IV will be the 1st Class of town schools.

2. Arabic and Sanscrit will be taught only in certain schools where arrangements are practicable.
3. Particular attention is requested to copy-writing : our pupils do not as a rule write well.
4. In Arithmetic and Algebra all the examples are to be worked and not merely the easy ones.

APPENDIX E.

Scheme of studies for Vernacular Tehsili Schools in Oudh.

CLASS V.

URDU.	<i>Reading.</i>	Mufid-ul-mubtidi with its meanings.
	<i>Writing.</i>	Copy on Tukhties, words and daily lesson as read in mufid-ul-mubtidi.
	<i>Arithmetic.</i>	Figures and Multiplication Tables so far as mentioned in mufid-ul-mubtidi and Barun Pirkas-ka, figures must be learned in both of the languages.
NAGRI.	<i>Reading.</i>	Baruns Pirkas-ka or Barun-mala which the Teachers think easy.
	<i>Writing.</i>	Copy on Tukhties the simple words and sentences, &c., of daily reading lesson.

CLASS IV.

URDU.	<i>Reading.</i>	Dairai Ilm and Insha Urdu, Part I alternately, on finishing Insha Urdu, Amud Namah is also allowed to be taken.
	<i>Writing.</i>	Copy on Tukhties Compound words and sentences as read in the books.
	<i>Arithmetic.</i>	<i>Raqums</i> , Numeration, Notation and 1st four Rules. Figures may be learnt both in Urdu and Nagri.
NAGRI.	<i>Reading.</i>	Bidya Chukr and Putr Dipka, Part I alternately.
	<i>Writing.</i>	Copy on Tukhties Compound words and sentences of the lessons as read in the books.

CLASS III.

URDU.	<i>Reading.</i>	Haquik-ul Moujudat.
	<i>Writing.</i>	Copy on paper, Compound words and sentences, Dictation on Tukhties and slates.
	<i>Grammar.</i>	Qawaid Urdu Part II.
IN URDU OR NAGRI AS CONVENIENT.	<i>Geography.</i>	Awul Jugrafiya or Bhogole Durpan, whole Asm.
	<i>Arithmetic.</i>	Compound Rules, simple and compound Proportions.
NAGRI.	<i>Reading.</i>	Vidyankoor.
	<i>Writing.</i>	Dictation, words, and epistle.
	<i>Grammar.</i>	Tut Bodhni, 1st half.
PERSIAN,		Amud-naman and Gulzari Dahistan alternately.

CLASS II.

URDU.	<i>Reading.</i>	Wakayat Hind up to the Mohamedan period and Muntakhibat Urdu Part I.
	<i>Writing.</i>	Poetical pieces, Epistles and official papers. Written examination on paper. Dictation and Persian translation on slates or Tukhties.
IN URDU OR NAGRI AS CONVENIENT.	<i>Geography.</i>	Awul Jagraphia or Bhogole Durpun ; whole Europe.
	<i>Arithmetic.</i>	Proportion, Ratio, Vulgar and Decimal fractions.
NAGRI.	<i>Reading.</i>	Kuskundha Kand Tulsee Krit Ramayan.
	<i>Writing.</i>	Dictation and Epistles, &c.
	<i>Grammar.</i>	Tut budhmi, second half.
PERSIAN.	<i>Reading.</i>	Dustoor Sibian.
	<i>Grammar.</i>	Quaid Zawabit-i-farsi.

CLASS I.

URDU.	<i>Reading.</i>	Waqiat-hind remainder.
	<i>Writing.</i>	Written examination. Translation from Nagri.
IN URDU OR NAGRI AS MOST CONVENIENT.	<i>Geography.</i>	Awul Jagraphia, whole Africa and America ; map drawing on slates.
	<i>Arithmetic.</i>	Interest square and cube roots.
	<i>Mensuration.</i>	Misba-ul-masalut Part II or Chaitr Chundr-ka Part II.
	<i>Algebra.</i>	Jabr Mu-kabla or Beej-ganit whole (Part I.)
	<i>Geometry.</i>	First and second books.
PERSIAN AND NAGRI.	<i>Reading.</i>	Bal Kand Tulsee Krit Ramayan. Bostan Chapter IV and VIII and Akhlaq Mohsini.

ADDITIONAL CLASS.

<i>Persian.</i>	Nigar-Danish and Dewan Hafiz.
<i>Arithmetic.</i>	Arithmetic general.
<i>Algebra.</i>	Jabr maqabla Part II with examples from large works.
<i>Geometry.</i>	Books III and IV with deductions.
<i>Geography.</i>	Unees-us-sayyahien Part I.

1. By Urdu or Nagri it is not meant that each class is to be divided into two distinct sections but that the whole class is to be taught by one teacher or by either in Urdu or in Nagri, the language most intelligible to the majority.

The technicalities in Geography, Arithmetic, &c., must be taught in both the languages, and pupils must be able to write figures both in Urdu and in Nagri.

- 2.—Masters will not promote pupils into the 1st and 2nd classes except after the Annual Examination. Promotions to the 3rd and 4th classes may be made by the Deputy Inspectors after the annual examination, and also after the half-yearly examination.
- 3.—A half-yearly examination should be held by Deputy Inspectors and Head Masters six months after the annual examination.
- 4.—The additional class will only be found in schools where the Head Master has a good knowledge of Persian and Mathematics.

APPENDIX F.

Statement relative to transfers of village schools in Oudh, from one district to another.

Name of school.	Porgunnah.	District.	
		Previous to 1st July 1869.	Subsequent to 1st July 1869.
Tikaitganj,	Koorsee,	Lucknow.	Barabunkee.
Kaholi,	Dewa,	Ditto,	Ditto.
Deeva,	Ditto,	Ditto,	Ditto.
Gadiya,	Ditto,	Ditto,	Ditto.
Maharajganj,	Mohan.	Ditto,	Oonao.
Mohan,	Ditto,	Ditto,	Ditto.
Husunganj,	Ditto,	Ditto,	Ditto.
Summundpur,	Ditto,	Ditto,	Ditto.
Ghuzunfurnagar,	Ditto,	Ditto,	Ditto.
Ahgaon,	Ourass.	Ditto,	Ditto.
Ourass,	Ditto,	Ditto,	Ditto.
Parasrampur,	Aldoimow.	Fyzabad.	Sultanpoor.
Niwada,	Ditto,	Ditto,	Ditto.
Rampur,	Ditto,	Ditto,	Ditto.
Burwaripur,	Ditto,	Ditto,	Ditto.
Nainamow,	Ditto,	Ditto,	Ditto.
Bani Moraini,	Ditto,	Ditto,	Ditto.
Sisan,	Mograir.	Roy Bareilly.	Oonao.
Bigahpur,	Ditto,	Ditto,	Ditto.
Mograir,	Ditto,	Ditto,	Ditto.
Bhugwuntnagar,	Nagor.	Ditto,	Ditto.
Chainpur,	Ditto,	Ditto,	Ditto.
Paton,	Paton,	Ditto,	Ditto.
Doundia Khora,	Doundia Khora.	Ditto,	Ditto.
Routapur,	Ditto,	Ditto,	Ditto.
Narain Dass Khara,	Ditto,	Ditto,	Ditto.
Sugour,	Ditto,	Ditto,	Ditto.
Ghatampur,	Ghatampur.	Ditto,	Ditto.
Tehra,	Ditto,	Ditto,	Ditto.
Lali,	Hydergurh.	Ditto,	Barabunkee.
Parawan,	Ditto,	Ditto,	Ditto.
Bhulwal,	Ditto,	Ditto,	Ditto.
Tirbadiganj,	Ditto,	Ditto,	Ditto.
Kundlipur,	Ditto,	Ditto,	Ditto.
Sobha Khas,	Sobha.	Sultanpoor.	Ditto.
Kursiyah,	Ditto,	Ditto,	Ditto.
Guranwur,	Ditto,	Ditto,	Ditto.
Pichoree,	Ditto,	Ditto,	Ditto.
Saunpurah,	Inhonah.	Ditto,	Roy Bareilly.
Futehpur,	Ditto,	Ditto,	Ditto.
Tiloe,	Mohungunj,	Ditto,	Ditto.
Shunkerganj,	Ditto,	Ditto,	Ditto.
Kamayi,	Ditto,	Ditto,	Ditto.
Nascerabad,	Ditto,	Ditto,	Ditto.
Shahmow,	Ditto,	Ditto,	Ditto.
Tirbhawan,	Sumrouta.	Ditto,	Ditto.
Sumrouta,	Ditto,	Ditto,	Ditto.
Mow Shurgai,	Ditto,	Ditto,	Ditto.
Alipur,	Ditto,	Ditto,	Ditto.
Tholendi,	Rokha,	Ditto,	Ditto.
Maharajganj,	Chundapoor.	Ditto,	Ditto.
Ataganj,	Solone.	Pertabgurh.	Ditto.
Atkha,	Ditto,	Ditto,	Ditto.
Moostafabad,	Ditto,	Ditto,	Ditto.
Kotia,	Ditto,	Ditto,	Ditto.
Persideypur,	Persideypoor.	Ditto,	Ditto.
Parce,	Solone.	Ditto,	Ditto.
Itourah,	Ditto,	Ditto,	Ditto.

RECAPITULATION.

Lucknow lost,	11	Barabunkee gained,	13
Fyzabad "	6	Oonao "	19
Pertabgurh "	7	Roy Bareilly "	3
Sultanpoor "	11		
Total,	35		35

APPENDIX G.

CIRCULAR No. 13-160 of 1869-70.

To

INSPECTORS AND DEPUTY INSPECTORS OF SCHOOLS

IN OUDH.

Dated, Lucknow, 19th April 1869.

LIBRARIES FOR THE USE OF VERNACULAR TEACHERS.

With a view to encourage village and other teachers to improve themselves by private reading out of school hours, the Director wishes that each Deputy Inspector should have a library of useful and interesting vernacular and persian books to be lent to teachers to read. With the sanction of the Chief Commissioner he therefore proposes to grant Rs. 50 per annum to each Deputy Inspector to purchase books, and in addition authorizes them to collect Re. 1 per annum from each village, and Rs. 2 per annum from each town school under their charge as contributions to the library fund.

2. The contributions from schools will be paid from the school fees and may be collected half-yearly or otherwise as the Inspector may decide.

3. The Director, Public Instruction, will pay the Deputy Inspectors' bills, on the signature of the Inspector, up to a total of Rs. 50 in the official year.

4. The Deputy Inspector will submit for the approval of the Inspector the names and prices of books he proposes to buy, and will keep a simple debtor and creditor account shewing the receipts and expenditure on account of the library. This account will be balanced every year, and the amount in hand carried on to the year following.

5. A catalogue of books belonging to the library should also be kept, and a register shewing what books are taken out, and by whom, with dates. It will be interesting at the close of the year to see what works are most popular.

6. The particulars of this scheme will be printed in the next number of the *Akhbar*, and Deputy Inspectors may, with the sanction of the Inspector, print and issue any explanatory notice of their own which they think necessary.

W. HANDFORD,
Director of Public Instruction, Oudh.

APPENDIX H.

GENERAL EXAMINATION 1869.

List of Scholarships awarded at the Anglo-Vernacular schools, Oudh.

Names of boys	Schools.		Class in which examined.	Marks.		Amount of scholarship awarded	For what period	At what school available.	Remarks
	From which originally transferred	Where now studying.		Obtained	Maximum.				
ENTRANCE CLASS.									
Gujraj Sing, Shew Sahoy Sing, .. Birj Mohun, Mata Pershad, Luchmun Pershad, .. Reote Ram, Ramadhan Sing, Nanuk Chund, Raza Hussain,	Pertabgurh, Ditto. Barabunkee, Ditto. Ditto. Ditto. Ditto. Lukhumpoor. Seetapoor.	Fyzabad. Ditto. Ditto. Ditto. Ditto. Ditto. Ditto. Canning College. Ditto.			6 6 6 6 6 6 6 6 4	Till December 1869.	Fyzabad. Canning College.		
FIRST CLASS. (Strangers).									
Mendy Lall, Din Dyal, ... Nubee Bux, ... Mooney Lall, ... Kalka Pershad, ... Ebadoolah, ... Shew Narain, Rughber Dyal, .. Oulad Hussain, .. Ally Hussain, ... Bhawani Pershad Pribo Dyal, Nubee Mahomed, Bhagwan Dyal,	Durriabad, Ditto. Bilgram. Ditto. Ditto. Shahabad. Bilgram. Shahabad. Akberpoor. Ditto. Ditto. Hydergurh, Jais Ditto.	Nawabganj. Ditto. Hurdul. Ditto. Ditto. Ditto. Ditto. Ditto. Fyzabad. Ditto. Ditto. Roy Bareilly. Sultanpoor. Ditto.	I I I I I I I I I I I I I I	570 442 436 430 519 535 455 410 479 421 417 607 525 502	800 4 4 4 4 4 4 4 4 4 4 4 4 4	From November 1869 till October 1870	Nawabganj. Do. Hurdul. Do. Do. Do. Do. Fyzabad. Do Do Roy Bareilly. Sultanpoor. Do.		
SECOND CLASS. (Strangers).									
Pecho Lall, Bikh Pershad, ... Jai Dyal, Birj Mohun Lall, Kirpa Dyal, ... Janki Pershad, Hur Pershad, Bungsof, Kunhya Lall, Mahadeo Pershad, .. Zalm Sing, Imdad Hussain, Mahadeo Persad, Shew Narain, Luchmun, Aray Lall, Nyeduadin, Dostoor Ally, Mohomed Kayfur,	Durriabad. Ditto. Ditto. Biswah. Ditto. Mahomdi. Ditto. Tandah. Ditto. Ditto. Akberpoor. Ditto. Ditto. Inhona Ditto.	Barabunkee. Ditto. Ditto. Seetapoor. Ditto. Lukhumpoor. Ditto. Fyzabad. Ditto. Ditto. Ditto. Ditto. Roy Bareilly. Sultanpoor. Sandila Bilgram. Ditto. Ditto. Ditto.	II II II II II II II II II II II II II II II II II II II II	388 386 381 403 381 429 170 513 172 467 409 392 362 357 426 515 181 452 450	700 3-8 3-8 3-8 3-8 3-8 3-8 3-8 3-8 3-8 3-8 3-8 3-4 3-8 3-8 3-8 3-8 3-8 3-8	As above.	Nawabganj Do Do. Seetapoor Do. Lukhumpoor. Do Fyzabad. Do Do. Do. Do. Roy Bareilly Sultanpoor. Hurdul Do. Do. Do. Do.		
THIRD CLASS. (Strangers)									
Abid Hussain, Talibullah, Bwami Dyal, Ram Pershad, Buldeo Pershad, Mahomed Shurfyidin, Abdul Fais, Mulmazz Hussain, Durga Pershad, Obonoo Lall, Gokaranath, Kalka Pershad Shew Narain, Hur Dyal, Raj Bahadoo, Omman Pershad, Kalka Pershad, Shaw Narain, Gopal Pershad, Anchant Pershad,		Akberpoor. Ditto. Inhona. Ditto. Mahomdi, Jais. Ditto. Ditto. Poorwah, Ditto. Ditto. Ditto. Shahabad, Ditto. Ditto. Tandah. Zaidpoor. Mullawan, Ditto. Futtahpoor.	III III III III III III III III III III III III III III III III III III III III	545 519 328 588 511 593 542 528 507 562 544 539 582 555 531 555 528 559 544 500	800 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	Ditto.	The nearest school, where there is a higher class that they can join.		
These scholarships are awarded to the first 20 pupils of each school where they cannot continue studies further. They will be from the date the pupils join III (new scheme) of the schools									

APPENDIX H—(Continued.)

Names of boys.	From which originally transferred.	School now attending.	Marks.		Amount of scholarship awarded.	For what period.	At what school available.	Remarks.
			Class in which examined.	Obtained.				
BEST BOYS OF THE FIRST CLASS.								
1 Imdad Ally, ...		Sector.	I	502	800	4	Seetapoor.	Awarded as re to the highest c list. Except made in the c the mission sch its pupils pass examination un disadvantage.
2 Basdeo, ...		Ditto.	I	546		4	Do.	
3 Basashoor Nath, ...		Ditto.	I	544		4	Do.	
4 Jamait Roy, ...		Hurdul.	I	503		4	Hurdul.	
5 Luchmi Pershad, ...		Simpoor.	I	584		4	Lukhimpoor.	
6 Nehal Sing, ...		Ditto.	I	543		4	Do.	
7 Preo Nath, ...		Fyzabad.	I	560		4	Fyzabad.	
8 Jotee Pershad, ...		Ditto.	I	528		4	Do.	
9 Thakoor Dass, ...		Ditto.	I	514		4	Do.	
10 Bhobanesbur, ...		Bareilly.	I	525		4	Roy Bareilly.	
1 Kowulkishore, ...		A Mission.	I	310		4	Church Mission.	
2 Shew dyal, ...		Conao.	I	475		4	Conao.	
3 Behari Lall, ...		Bareilly.	I	467		4	Roy Bareilly.	
BEST BOYS IN THE SECOND CLASS								
1 Basashoor Dyal, ...		Conao.	II	457		3	Conao.	Ditto.
2 Rughbeer Sahoy, ...		Ditto.	II	444		3	Do.	
3 Hursaroop, ...		Hurdul.	II	514		3	Hurdul.	
4 Kona Lall, ...		Ditto.	II	443		3	Do.	
5 Birj Mohun, ...		Fyzabad.	II	473		3	Fyzabad.	
6 Shew Amar Pershad, ...		Ditto.	II	456		3	Do.	
7 Sadik Ally, ...		Gondah.	II	455		3	Gondah.	
8 Kally Churn, ...		Bareilly.	II	497		3	Roy Bareilly.	
9 Hury Sing, ...		Ditto.	II	474		3	Do.	
10 Ram Sing, ...		Sultanpoor.	II	450		3	Sultanpoor.	
1 Madho Dyal, ...		American Mission	II	430		3	American Mission	
2 Kedar Nath, ...		Pertabgurh.	II	445		3	Pertabgurh.	
3 Koonj Behari Lall, ...		Fyzabad.	II	412		3	Fyzabad.	

- REMARKS.**—1. Teachers and pupils should remember that these scholarships are paid from public money i. e., by the tax-payers of the district. They are not given primarily for the benefit of individuals, but for the encouragement of learning, by which the general will it is hoped be benefited. Hence they can only be awarded to students of marked diligence and superior ability.
2. Several pupils to whom scholarships were awarded last year have not passed the examination with credit; their names are fore omitted from the above list.
3. The scholarships are sanctioned from November, but are not to be charged till the pupils join the classes in which they are to study.
4. Government disclaims all idea of maintaining pupils: the stipends allowed are rewards and encouragements, and will no do, poor students: poverty however of itself gives no claim whatever to a scholarship.
5. Absence without leave entails forfeiture of scholarship: if pupil is absent with leave for more than three school days one month the stipend must not be paid for the time he is absent.
6. Negligence, disobedience, or any improper behaviour will entail forfeiture of the scholarship.
7. Head masters are requested to report as soon as possible whether pupils to whom scholarships have been awarded at other schools intend to avail themselves of them, and to what school they go. They must be in residence by 1st December latest.
8. Head masters of schools at which scholarships are to be paid are requested to report on 1st December what pupils are in their respective schools and whence they came.

Camp Budre Sarai, }
3rd November 1869. }

W. HANDFORD, }
Director of Public Instruction in C.P.

APPENDIX II.—(Continued.)

List of Scholarships awarded to Government Vernacular Union School Oudh, of the General Examination, May 1869.

Name of School.	Name of Students.	Class.	Amount of monthly scholarship awarded	Remarks.
Model School,	Karim Beksh,	I	4 0 0	
Ditto,	Villayet Hosein,	I	4 0 0	
Mulhiabad do.,	Kalka Parshad,	I	4 0 0	
Do. do.,	Gungz Sahare,	I	4 0 0	
Do. do.,	Jowahir Lal,	I	4 0 0	
Do. do.,	Mustafa Ali,	I	4 0 0	
Do. do.,	Surfraz Ali,	I	4 0 0	
Do. do.,	Muntazim Ali,	I	4 0 0	
Do. do.,	Abdul Baree,	I	4 0 0	
Suffespar School,	Abdul Baree,	I	4 0 0	
Do. do.,	Iftikhar Ahmed,	I	4 0 0	
Do. do.,	Lalta Parshad,	I	4 0 0	
Do. do.,	Baij Nath,	I	4 0 0	
Amethi School,	Debeedin,	I	4 0 0	
Behar (Allah Oonso),	Sheodyal,	I	4 0 0	
Fathi School,	Sheo Ratton Lal,	I	4 0 0	
Total Rs.			4 0 0	

N. B.—The above scholarships have been awarded from 1st July 1869, and are payable for one year only.

11 Scholarships marked thus (*) are paid at Canning College, through the Deputy Inspector of Sch
12 Lucknow.

Scholarships marked thus (†) are paid at the Zillah School, Oonso, through the Head Master of Institution.

W. HANDFORD,
Director of Public Instruction, Oudh.

